Magnolia Public Schools

Regular Board Meeting

Date and Time
Thursday December 13, 2018 at 6:00 PM PST

Location
MSA- 1: 18238 Sherman Way, Reseda, CA 91335

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:

By dialing into; 1.844.572.5683 Code: 1948435
• MSA-6 3754 Dunn Dr., Los Angeles, CA 90034
• MSA-SD 6525 Estrella Ave. San Diego, CA 92120 (Dr. Salih Dikbas)
• MSA-SA 2840 W. 1st., Santa Ana, CA 92703 (Mr. Shohrat Geldiyev)
• 940 Steward Dr. Sunnyvale, CA 94085 (Dr. Umit Yapanel)
• 1363 Ridgecrest Rd Pinole, CA 94564 (Mr. Serdar Orazov)
• 683 Loyola Ave. Carson, CA 90746 (Mrs. Charlotte Brimmer)
• 5113 Babette Ave. Los Angeles, CA 90066 (Ms. Diane Gonzalez)

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 48 hours before the meeting to make arrangements.

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

Board Members:
Dr. Saken Sherkhanov, Chair (reappointment)
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

Agenda

	Purpose	Presenter	Time
I. Opening Items			**6:00 PM**
A. Call the Meeting to Order			1 m
B. Record Attendance and Guests			1 m
C. Pledge of Allegiance			1 m
D. Approval of Agenda	Vote		1 m
E. Public Comments			5 m
F. Communications: Board/Superintendent			5 m
G. Approval of November 8, 2018 Regular Board Meeting Minutes	Approve Minutes		1 m
Approve minutes for Regular Board Meeting on November 8, 2018			
II. Consent Items			**6:15 PM**
A. Approval to Reappoint Board Member & Chair- S. Sherkhanov	Vote	Nominating/ Governance Committee	1 m
B. Approval of 2017-18 MPS Audit Report	Vote	Finance Committee & Facilities/ Audit Committee	2 m
C. Approval of MSA 1 Cabling Vendor and Contract	Vote	Facility/ Audit Committee	1 m
D. Approval of PrimeSource Invoice and Payment	Vote	Facility/ Audit Committee	1 m
E. Approval of Work Order #3 for Work by Oltmans at Existing MSA 1 Building	Vote	Facility/ Audit Committee	1 m
F. Approval of the LCAP Addendum for MPS	Vote	Academic Committee	1 m
III. Action Items			**6:22 PM**
A. 2018-19 First Interim Financial Reports	Vote	Finance Committee	10 m
B. Approval of Work Order #4 for Future Work Done by Oltmans at Existing MSA 1 Building	Vote	Patrick Ontiveros	10 m
C. Approval to Build Boundary Wall at MSA-1	Vote	Patrick Ontiveros	15 m
IV. Information/Discussion Items			**6:57 PM**
A. Human Resources Department Roles and Responsibilities	Discuss	Suat Acar	10 m
B. Facility Update	Discuss	Patrick Ontiveros	10 m
V. Closed Session			**7:17 PM**

A. Public Announcement of Closed Session	FYI	Saken Sherkhanov	1 m
B. Conference with Legal Counsel- Anticipated Litigation- Three Matters	Discuss	Patrick Ontiveros	30 m
C. Personnel / Labor Negotiations: price and terms of payment	Discuss	Patrick Ontiveros	15 m
D. Report Out From Closed Session	FYI	Saken Sherkhanov	2 m

VI. Possible Action Items after Closed Session — 8:05 PM

A. PrimeSource Report and Approval of Amended Contract	Vote	Patrick Ontiveros	10 m

VII. Closing Items — 8:15 PM

A. Adjourn Meeting	Vote		

Cover Sheet

Approval of November 8, 2018 Regular Board Meeting Minutes

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

DRAFT

Magnolia Public Schools

Minutes

Regular Board Meeting

Date and Time
Thursday November 8, 2018 at 7:00 PM

Location
MSA 8 6411 Orchard Ave., Bell, CA 92703

Board Members who joined remotely participated from the following locations and sites that remained open as remote locations:
• MSA-4 11330 W. Graham Place Los Angeles, CA 90064
• MSA-7 18355 Roscoe Blvd. Northridge, CA 91325
• MSA-SD 6525 Estrella Ave. San Diego, CA 92120 (Dr. Salih Dikbas)
• MSA-SA 2840 W. 1st., Santa Ana, CA 92703 (Mr. Shohrat Geldiyev)
• 940 Steward Dr. Sunnyvale, CA 94085 (Dr. Umit Yapanel)

Board Members:
Dr. Saken Sherkhanov, 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

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

Directors Absent
D. Gonzalez

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 Nov 8, 2018 @ 7:27 PM at MSA 8 6411 Orchard Ave., Bell, CA 92703.

B. Record Attendance and Guests
Board Members presented themselves to the public.

C. Pledge of Allegiance
B. Torres, MPS Board Secretary led the Pledge of Allegiance.

D. Public Comments
J. Moreno, student at MSA-8, presented to the Board regarding the student ambassadors, he went over successes and challenges. J. Aranivar, parent of MSA 8 student informed the Board of concerns she has regarding her child and a specific teacher, the Board informed her that staff will look into her concerns. G. Serce, MSA- San Diego Principal, informed the Board about various successes the school has had. C. Brimmer, MPS Board Member, briefly mentioned the current elections. H. Beliak, MPS Board Member, requested a moment of silence for the recent mass shooting that affected local communities. No other public comments were made.

E. Communications: Board/Superintendent
A. Rubalcava, MPS CEO & Superintendent, updated the Board on recent organization wide events and thanked Board Members who were part of these various events.

F. Approval of Agenda
C. Brimmer made a motion to approve the agenda as presented.
S. Orazov seconded the motion.
The board **VOTED** unanimously to approve the motion.

G. Approval of October 11, 2018 Regular Board Meeting Minutes
S. Orazov made a motion to approve minutes from the Regular Board Meeting on 10-11-18.
S. Covarrubias seconded the motion.
The board **VOTED** unanimously to approve the motion.

H. Approval of October 11, 2018 Special Board Meeting Minutes
S. Orazov made a motion to approve minutes from the Special Board Meeting on 10-11-18.
S. Covarrubias seconded the motion.
The board **VOTED** unanimously to approve the motion.

I. Approval of October 25, 2018 Special Board Meeting Minutes
S. Orazov made a motion to approve minutes from the Special Board Meeting on 10-25-18.

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

II. Action Items

A. Approval of Additional Costs for Staffing for MSA 5

B. Plonka, MSA-5 Principal, informed the Board about the student enrollment increase at his site and he explained the need to add one additional part time office staff member due to this increase. Board Members and the principal went over budget concerns. C. Brimmer, MPS Board Member requested a report regarding Human Resource Department involvement in the hiring process.
S. Sherkhanov made a motion to approve hiring one (1) part-time office assistant not included in the MSA 5 board approved adopted budget. Total Cost not to exceed $13,000 including base salary and statutory benefits.
S. Orazov seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

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

B. Approval of Single Plan for Student Achievement (SPSA) for all MPS

D. Yilmaz, Chief Accountability Officer, gave the Board an overview of the Single Plan for Student Achievement (SPSA) for Magnolia Public Schools. He explained that the SPSA plans explain in detail intervention and support programs. They also describe how schools will be expending federal funds. J. Hernandez, MSA 8 Principal, and J. Terzi, MSA 6 Principal presented details on their schools' plan and parent involvement in the creation of it. Board Members asked questions regarding the plans, staff addressed the questions. C. Brimmer, MPS Board Member, would like to see these plans presented in a concise version for better review of the Board and would like a list of terminology used to better comprehend the documents.
S. Orazov made a motion to approve the Single Plan for Student Achievement (SPSA) for MPS with the understanding that each site will deliver a one page overview.
C. Brimmer seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

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

C. Approval of School Safety Plans for all Magnolia Science Academies

B. Lopez, MPS Assistant Director of Student Services, presented an overview of the school safety plans for all MPS school sites. She explained the details on Epi Pens, school security, staff trainings and more. M. Wittek, MSA 7 Assistant Principal, provided an overview of the process of creating the plan for her school with the support of MPS Home Office staff. She mentioned working with local law enforcement who did a walk through of the site to ensure safety and committed to working together in case of emergency and as needed. J. Hernandez, MSA-8 Principal, informed the board about the safety plan on his site including emergency food, communication protocols and other details. He also gave details on how MSA-8 works collaboratively with the co-located sites and neighborhood schools. This item was discussed at length and questions were addressed.
H. Beliak made a motion to approve school safety plans for all MPS school sites with the implementation of the requested items and in addition to take these plans to the Stakeholder Committee for further review and discussion.
S. Covarrubias seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

S. Sherkhanov	Aye
S. Orazov	Aye
S. Geldiyev	Aye
D. Gonzalez	Absent
S. Dikbas	Aye
U. Yapanel	Aye
H. Beliak	Aye
C. Brimmer	No
S. Covarrubias	Aye

D. Approval of MOU to Partner with Los Angeles Coalition for Excellent Public Schools

A. Rubalcava, CEO & Superintendent, gave an overview of the potential partnership with the Los Angeles Coalition, he stated the names of the other charter schools who are part of coalition and mentioned the benefits of joining along with the budget implementation. He presented S. Hughes who is part of the coalition, she gave details on the deliverables and how the work is expected to be implemented. The board had a long discussion on this item, all questions were addressed. C. Brimmer, MPS Board Member will be the leading MPS Board Member in this partnership, S. Sherkhanov, MPS Chair will be the second board member and H. Beliak will be the third MPS Board Member to participate in the partnership if and when needed. I. Soto, MPS Director of Partnerships, presented some background information on this coalition.
S. Orazov made a motion to approve the Memorandum of Understanding (“MOU”) between L.A. Coalition for Excellent Public Schools (“Coalition”) and Magnolia Public Schools (“MPS”) with the above mentioned designated board members and Advocacy Task Force with a point of contact being and the addition to provide bios for all schools within the coalition.
C. Brimmer seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

III. Information/Discussion Items

A. Progress on Meeting Local Performance Indicators on the CA School Dashboard
This item was presented as a written report, there was no discussion.

B. Update on California Department of Education Compliance Letter for MSA-Santa Ana
E. Acar, MPS Chief Academic Officer, briefly went over the California Department of Education oversight letter and visit. He thanked everyone who participated in the 2 day visit and all who assisted in preparing the requested documentation.

C. Financial Update- September 2018
A written report was provided, there was no discussion on this item.

D. Facilities Update- Written Report
A written report was provided, there was no discussion on this item.

IV. 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 the items stated in the agenda.

B. Conference with Legal Counsel- Anticipated Litigation- One Matter
This item was discussed in Closed Session.

C. Personnel / Labor Negotiations: price and terms of payment
This item was discussed in Closed Session.

D. Public Performance Evaluation: Chief Executive Officer and Superintendent
This item was discussed in Closed Session.

E. Report Out From Closed Session
S. Sherkhanov, MPS Board Chair, reported in Open Session that no actions had been taken during Closed Session.

V. Possible Action Items After Closed Session

A. Approval of Change Order from PrimeSource for the MSA-1 Project
Discussion of this item was postponed.

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 1:05 AM.

Respectfully Submitted,
S. Sherkhanov

Cover Sheet

Approval to Reappoint Board Member & Chair- S. Sherkhanov

Section:	II. Consent Items
Item:	A. Approval to Reappoint Board Member & Chair- S. Sherkhanov
Purpose:	Vote
Submitted by:	
Related Material:	II A Board Member Renewal.pdf

Board Agenda Item #	Agenda # II A – Consent Item
Date:	12- 13- 18
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Alfredo Rubalcava, CEO & Superintendent
RE:	Reappointment of MPS Board Member

Proposed Board Motion

I move that the board oard approve the reappointment of Dr. Saken Sherkhanov for a 3rd 5 year term to begin on December 13, 2018 and end on December 12, 2023 and to continue to serve as the MPS Board Chair.

Introduction

On November 13, 2018 the MPS Nominating/Governance Committee met to discuss the reappointment of S. Sherkhanov. The committee recommended the reappointment of the above mentioned board member and for him to continue serving as the MPS Board Chair.

Background

Based on the MPS Bylaws, MPS Board of Directors serve 5-year staggered terms. S. Sherkhanov has served 2 terms begining in 2008 and to date. His current term ends December 11, 2018.

Budget Implications

Travel expenses for 2018-19 for all board members have been budgeted in the approved budget, no other budget implications.

Exhibits (attachments):

- None

Cover Sheet

Approval of 2017-18 MPS Audit Report

Section:	II. Consent Items
Item:	B. Approval of 2017-18 MPS Audit Report
Purpose:	Vote
Submitted by:	
Related Material:	II B Audit Reports.pdf

Board Agenda Item #	Agenda #II B- Consent Item
Date:	December 13, 2018
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Nanie Montijo, Chief Financial Officer
RE:	Approval of 2017-18 Audit Report

Proposed Board Recommendation

Motion to approve the Financial Audit Report for fiscal year 2017-18 of all ten (10) schools and the consolidated audit including the home office.

Background

Under Education Code (EC) Sections 41020 through 41020.8, all school districts must file their annual audit reports for the preceding fiscal year by December 15, with the Los Angeles County Superintendent of Schools (County Superintendent), the California Department of Education (CDE), and the State Controller's Office (SCO). The audit shall be conducted by an auditor from the list approved by the SCO and mutually agreeable to the authorizers and the Charter School.

The Governing Board of each school district must review the annual audit report for the prior fiscal year at a public meeting. According to EC Section 41020.3, the review will include: ". . . the annual audit of the local education agency for the prior year, any audit exceptions identified in that audit, the recommendations or findings of any management letter issued by the auditor, and any description of correction or plans to correct any exceptions or management letter issue."

The board is required to review and approve annual financial audit report annually and submit to our various oversight entities by December 15.

In an audit engagement:

- The auditor explains that preparing the financial statements and maintaining sound internal control is management responsibility;
- The auditor explains its owns responsibilities, duties and rights regarding the engagement; emphasizes the nature of the audit and states that the auditor only examines the internal controls and accounting records on a sample basis;

- The auditor gives his opinion on the financial statements:
  - ❏ An unqualified report concludes that the financial statements present fairly its affairs in all material aspects. Also known as a clean report, which implies that any changes in the accounting policies, application and effects are adequately determined and disclosed.

  - ❏ A qualified report is when there is a limitation of scope in auditor's work, or when there is disagreement with management regarding application, acceptability or adequacy of accounting policies. The issue must be material or financially worth consideration to qualify a report.
  - ❏ If issues are material and pervasive, the auditor issues a disclaimer or adverse opinion.

Independent auditor's report received from VTD at the end of their audit engagement with MERF for fiscal year 2017-18 states that the financial statements present fairly, in all material aspects, the respective financial position of the Charter School, as of June 30, 2018. The changes in its net assets, its cash flows for the year that ended, in accordance with accounting principles generally accepted in the United States of America.

Budget Implications
None.

How Does This Action Relate/Affect/Benefit All MSAs?
All MPS schools will be in compliance with the federal, state and all authorizers' requirements.

Name of Staff Originator:

Nanie Montijo, Chief Financial Officer

Exhibits (attachments):
2017-18 Audit Reports for each MPS school
2017-18 MERF and Consolidated Audit Reports

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MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION
(A California Nonprofit Public Benefit Corporation)

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INDEPENDENT AUDITOR'S REPORT

Governing Board
Magnolia Educational & Research Foundation
(A California Nonprofit Public Benefit Corporation)
Los Angeles, California

Report on the Financial Statements

We have audited the accompanying financial statements of Magnolia Educational & Research Foundation (the Foundation) (A California Nonprofit Public Benefit Corporation), which are comprised of the statement of financial position as of June 30, 2018 and 2017, and the related statements of activities, and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the *2017-2018 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, issued by the California Education Audit Appeals Panel as regulations. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the Foundation's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Foundation's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion

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Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the Foundation, as of June 30, 2018 and 2017, and the changes in its net assets, and its cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Other Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying supplementary information such as the Schedule of Expenditures of Federal Awards, as required by Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* and the other supplementary information as listed on the table of contents are presented for purposes of additional analysis and are not a required part of the financial statements.

The accompanying supplementary information is the responsibility of management, and was derived from, and relates directly to the underlying accounting and other records used to prepare the financial statements. Such information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, Schedule of Expenditures of Federal Awards and the accompanying supplementary information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated _____, 2018, on our consideration of the Foundation's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Foundation's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Foundation's internal control over financial reporting and compliance.

Rancho Cucamonga, California
_____, 2018

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FINANCIAL STATEMENTS

DRAFT 11/20/2018

MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION
(A California Nonprofit Public Benefit Corporation)

CONSOLIDATED STATEMENT OF FINANCIAL POSITION
(With comparative financial information at June 30, 2017)

JUNE 30, 2018

	2018	2017
ASSETS		
Current Assets:		
Cash and cash equivalents	$ 22,600,493	$ 9,834,842
Restricted cash	4,659,987	648,760
Accounts receivable	4,781,620	3,194,412
Prepaid expenses and other current assets	1,027,408	1,620,157
Total Current Assets	33,069,508	15,298,171
Non-Current Assets:		
Debt issue costs, net	1,076,199	358,782
Security deposits	43,117	64,690
Fixed assets	46,055,549	30,157,534
Less: accumulated depreciation	(4,120,699)	(3,115,417)
Total Non-Current Assets	43,054,166	27,465,589
Total Assets	$ 76,123,674	$ 42,763,760
LIABILITIES		
Current Liabilities:		
Accounts payable and accruals	$ 3,232,385	$ 3,212,491
Deferred revenue	2,290,659	519,063
Current portion of long-term obligations	306,020	3,129,116
Total Current Liabilities	5,829,064	6,860,670
Long-Term Obligations:		
Non-current portion of long-term obligations	43,383,648	14,424,680
Total Liabilities	49,212,712	21,285,350
NET ASSETS		
Unrestricted	24,467,494	20,413,178
Designated	2,443,468	1,065,232
Total Net Assets	26,910,962	21,478,410
Total Liabilities and Net Assets	$ 76,123,674	$ 42,763,760

The accompanying notes are an integral part of these financial statements.

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MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION
(A California Nonprofit Public Benefit Corporation)

CONSOLIDATED STATEMENT OF ACTIVITIES
(With comparative financial information at June 30, 2017)

FOR THE YEAR ENDED JUNE 30, 2018

	2018	2017
CHANGES IN UNRESTRICTED NET ASSETS		
REVENUES		
State apportionments	$ 36,259,514	$ 34,483,963
Federal revenue	3,851,301	3,756,458
Other state revenue	8,196,747	6,383,153
Local revenue	1,528,298	1,400,619
Total Revenues	49,835,860	46,024,193
EXPENSES		
Program services:		
Salaries and benefits	$ 23,353,633	$ 23,151,926
Student services	1,867,468	2,173,408
Materials and supplies	426,368	839,491
Student nutrition	1,472,329	1,670,987
Other expenses	848,175	1,221,591
Subtotal	27,967,973	29,057,403
Management and general:		
Salaries and benefits	5,770,193	5,787,982
Amortization	38,894	12,814
Depreciation	1,228,552	907,827
Insurance	11,628	790
Management fee	16,296	326,637
Occupancy	2,613,954	1,809,451
Operating expenses	5,571,915	6,622,041
Debt service	691,435	360,088
Interest	492,468	173,344
Subtotal	16,435,335	16,000,974
Total Expenses	44,403,308	45,058,377
CHANGE IN NET ASSETS BEFORE EXTRAORDINARY ITEM	5,432,552	965,816
Extraordinary item - MSA Santa Clara	-	(348,866)
CHANGE IN NET ASSETS	5,432,552	616,950
NET ASSETS, BEGINNING OF YEAR	21,478,410	20,861,460
NET ASSETS, END OF YEAR	$ 26,910,962	$ 21,478,410

The accompanying notes are an integral part of these financial statements.

DRAFT 11/20/2018

MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION
(A California Nonprofit Public Benefit Corporation)

CONSOLIDATED STATEMENT OF CASH FLOWS
(With comparative financial information at June 30, 2017)

FOR THE YEAR ENDED JUNE 30, 2018

	2018	2017
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in net assets	$ 5,432,552	$ 616,950
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation expense	1,136,583	776,526
Changes in operating assets and liabilities:		
(Increase) Decrease in assets		
Accounts receivable	(1,587,208)	1,122,987
Prepaid expenses and other current assets	592,749	(1,478,486)
Security deposits	21,573	79,460
Increase in liabilities		
Accounts payable and accruals	19,894	95,417
Deferred revenue	1,771,596	11,145
Net Cash Provided by Operating Activities	7,387,739	1,223,999
CASH FLOWS FROM INVESTING ACTIVITIES		
Capital expenditures	(16,029,316)	(6,765,790)
CASH FLOWS FROM FINANCING ACTIVITIES		
Loan principal payments	(3,129,116)	(190,867)
Proceeds from long-term debt obligation	29,264,988	-
Restricted cash	(4,011,227)	5,678,755
Debt issue cost payments	(717,417)	12,814
Net Cash Provided by Financing Activities	21,407,228	5,500,702
NET CHANGE IN CASH	12,765,651	(41,089)
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	9,834,842	9,875,931
CASH AND CASH EQUIVALENTS, END OF YEAR	$ 22,600,493	$ 9,834,842
Supplemental cash flow disclosure:		
Cash paid during the period for interest	$ 492,468	$ 173,344

The accompanying notes are an integral part of these financial statements.

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NOTE 1 - ORGANIZATION AND MISSION

Magnolia Educational & Research Foundation

Magnolia Educational & Research Foundation (MERF) is a California not-for-profit organization. During the fiscal year ended June 30, 2018, MERF operated ten Magnolia Science Academy (MSA) kindergarten through grade twelve charter schools serving 3,790 students throughout California dedicated to inspiring students to choose career paths in science, technology, engineering, and math (STEM), while providing a robust, standards-based education program within a supportive culture of excellence.

To ensure students have the tools to succeed, the Foundations offer the following programs, which are mostly free of charge:

- Academic programs
- Student support programs
- After school programs
- Parent involvement programs

The Foundations operate under the approval of the California State Board of Education, Los Angeles Unified School District and San Diego Unified School District. Each school receives public per-pupil funding from the State of California, in addition to grants from various government sources.

Other Related Entities

Magnolia Properties Management, Inc. (MPM Inc.)

On January 12, 2012, MPM Inc., a separate 501(c)(3) nonprofit public benefit corporation, was formed for the primary purposes to facilitate the development of charter schools. Additional purposes are to lease, to own, manage and operate an educational institution, to provide charter school facilities and operational and other support to charter schools, to assist philanthropists and foundations in accelerating the growth of high quality charter schools, and to provide and otherwise obtain or assist in obtaining charter school financing. MPM Inc. was formed and is operated exclusively for the benefit of, to perform the functions of, and to carry out the purposes of Magnolia Educational & Research Foundation (MERF).

MPM Sherman Way, LLC

MERF formed the MPM Sherman Way, LLC exclusively for the acquisition of property and assets of Magnolia Science Academy Charter Schools, for charitable purposes as specified in Section 501(c)(3) of the Internal Revenue Service. The Magnolia Science Academy makes lease payments to the LLC, in accordance with the lease agreement specifically for the MSA 1 Reseda Project. Accordingly, the financial activities of the LLC have been included in the consolidated financial statements of MERF. MPM Inc. is the sole member of the LLC.

MPM Santa Ana, LLC

MERF formed the MPM Santa Ana, LLC exclusively for the acquisition of property and assets of Magnolia Science Academy Charter Schools, for charitable purposes as specified in Section 501(c)(3) of the Internal Revenue Service. The Magnolia Science Academy Santa Ana (MSA-SA) makes lease payments to the LLC, in accordance with the lease agreement specifically for the MSA-SA Project. Accordingly, the financial activities of the LLC have been included in the consolidated financial statements of MERF. MPM Inc. is the sole member of the LLC.

MPM San Diego, LLC

MERF formed the MPM San Diego, LLC (the LLC) exclusively for the acquisition of property and assets of Magnolia Science Academy Charter Schools, for charitable purposes as specified in Section 501(c)(3) of the Internal Revenue Service. The Magnolia Science Academy San Diego (MSA-SD) makes lease payments to the LLC, in accordance with the lease agreement specifically for the MSA-SD Project. Accordingly, the financial activities of the LLC have been included in the consolidated financial statements of MERF. MPM Inc. is the sole member of the LLC.

Joint Powers Agency and Risk Management Pools

Magnolia Science Academy Charter Schools are associated with the California Charter Schools Joint Powers Authority (CCS-JPA) *dba* CharterSAFE. CharterSAFE does not meet the criteria for inclusion as a component unit of MERF. Additional information is presented in Note 15 to the financial statements.

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The significant policies followed by MERF are described below to enhance the use of the consolidated financial statements to the reader.

Financial Statement Presentation

MERF is required to report information about its financial position and activities in three classes of net assets: unrestricted, temporarily restricted, and permanently restricted net assets. MERF had no temporarily or permanently restricted net assets, as of June 30, 2018 and 2017, respectively. In addition, MERF is required to present a Statement of Cash Flows.

Accounting Method - Basis of Accounting

The financial statements were prepared on the accrual basis in accordance with the AICPA's Audit and Accounting Guide, Not-for-Profit Organizations accounting principles generally accepted in the United States of America as applicable to not-for-profit organizations. Basis of accounting refers to when revenues and expenses are recognized in the accounts and reported on the financial statements. Basis of accounting relates to the timing of measurement made, regardless of the measurement focus applied. The Foundation uses the accrual basis of accounting. Revenues are recognized when they are earned and expenses are recognized in the accounting period in which the liability is incurred.

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Revenue Recognition

Contributions received are recorded as unrestricted, temporarily restricted, or permanently restricted depending upon the existence and/or nature of any donor restrictions.

All donor-restricted contributions are recorded as increases in temporarily or permanently restricted net assets depending on the nature of the restriction. When a restriction expires, either by the passage of time or when the purpose is satisfied, the temporarily restricted net assets are reclassified to unrestricted net assets and reported in the Statement of Activities as "net assets released from restrictions." MERF, MPM Inc., and the LLC had no temporarily or permanently restricted net assets at June 30, 2018 and 2017, respectively.

In-kind contributions are recorded at their estimated fair values at the date of donation. Donated services are recorded if they create or enhance non-financial assets or require a specialized skill that MERF would otherwise need to purchase. As of June 30, 2018 and 2017, respectively, no in-kind contributions of services were received.

Government grants are recognized as revenue in accordance with the terms of the applicable grant agreement, which generally require revenue recognition upon incurrence of expenses related to the specified services. Deferred revenue is recorded to the extent cash received on specific grants exceeds qualified expenses.

Income Taxes

MERF is a nonprofit public benefit corporation that is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code and classified by the Internal Revenue Service as other than a private foundation and qualifies for deductible contributions as a public charity described in Section 509(a)(1) Type 1 supporting organizations and is exempt from State franchise and income taxes under Section 23701(d) of the California Revenue and Taxation Code. Accordingly, no provision for income taxes has been reflected in these financial statements. The statute of limitations for Federal and California State purposes is generally three and four years, respectively.

MERF has adopted Financial Accounting Standards Board (FASB) Accounting Standards Codification (ASC) Topic 740 that clarifies the accounting for uncertainty in tax positions taken or expected to be taken on a tax return and provides that the tax effects from an uncertain tax position can be recognized in the consolidated financial statements only if, based on its merits, the position is more likely than not to be sustained on audit by the taxing authorities. MERF management has determined that all income tax positions are more likely than not of being sustained upon potential audit or examination; therefore, no disclosures of uncertain income tax positions are required.

Cash and Cash Equivalents

For purposes of the Consolidated Statement of Cash Flows, MERF considers all highly liquid investments available for current use with an initial maturity of three months or less to be considered as cash equivalents.

Accounts Receivable

Accounts receivable are stated at the amount management expects to collect from the outstanding balance. Management provides an analysis of the probable collection of the accounts through a provision for bad debt expense and an adjustment to a valuation allowance. At June 30, 2018 and 2017, respectively, management had determined all accounts receivable are fully collectible and no allowance for bad debts has been established.

Intra-company Receivable/Payable

Intra-company receivable/payable results from a net cumulative difference between resources provided by MERF Headquarters to each individual charter school and reimbursement for those resources from each individual charter school to MERF Headquarters.

Fixed Assets

All assets with a useful life of greater than one year and costing more than $5,000 will be capitalized and (except for land) will be recorded in the depreciation records. Property and equipment is capitalized at cost or fair market value on the date of receipt in the case of donated property. Depreciation is provided on the straight-line method over the estimated useful lives of the assets ranging from 3 to 10 years. Bulk computer, software, and other technology purchases with an aggregate value of $25,000 or more are captured as fixed assets regardless of individual price of item. In addition, remodeling modifications and replacement costs of integral structural components are only capitalized when such costs incurred exceed $50,000. Leasehold improvements are depreciated over the lease term (including options) or the useful life. Major additions are capitalized, and repairs and maintenance that do not improve or extend the life of the assets are expensed. When assets are sold or retired, their cost and the related accumulated depreciation are removed from the accounts with the resulting gain or loss reflected in the Statement of Activities. Depreciation expense for the year ended June 30, 2018 and 2017, was $1,228,552 and $907,827, respectively.

Deferred Revenue

Deferred revenue arises when potential revenue does not meet both the "measurable" and "available" criteria for recognition in the current period or when resources are received by MERF prior to the incurrence of qualifying expenditures. In subsequent periods, when both revenue recognition criteria are met, or when MERF has a legal claim to the resources, the liability for deferred revenue is removed from the balance sheet and revenue is recognized. Certain grants received before the eligibility requirements are met are recorded as deferred revenue.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities, and disclosure of contingent assets and liabilities, at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates. Significant estimates include the value of the beneficial interest in a charitable remainder trust.

Net Asset Classes

Magnolia Science Academy is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted, temporarily restricted and permanently restricted.

Net assets of the Magnolia Science Academy consist of the following:

> **Unrestricted -** All resources over which the governing board has discretionary control to use in carrying on the general operations of MERF, MPM Inc., and the LLC.

Temporarily restricted - These net assets are restricted by donors to be used for specific purposes. MERF and the LLC do not have temporarily restricted net assets.

Permanently restricted - These net assets are permanently restricted by donors and cannot be used. MERF and the LLC do not have permanently restricted net assets.

Unrestricted/Designated Net Assets

Designations of the ending net assets indicate tentative plans for financial resource utilization in a future period. The grant portion of the Foundation Facilities Program is classified as designated assets until the funds are used for the purchase of the land and the construction of the facility. As of June 30, 2018 and 2017, the amount of restricted cash was $4,659,987 and $648,760, respectively. As of June 30, 2018 and 2017, there was a designated balance of $2,443,468 and $1,065,232, respectively, for California Clean Energy Jobs Act, College Readiness funds, National School Lunch Program, and Proposition 1 D funds.

Consolidation

The consolidated financial statements include the accounts of MERF, MPM Inc., the LLC, and all MSA charter schools. All significant intra-company accounts and transactions have been eliminated in consolidation.

New Accounting Pronouncements

In February 2016, FASB issued Accounting Standards Update (ASU) 2016-02, *Leases* (ASU 2016-02). ASU 2016-02 requires a lessee to recognize a lease asset representing its right to use the underlying asset for the lease term, and a lease liability for the payments to be made to lessor, on its statement of financial position for all operating leases greater than 12 months. ASU 2016-02 will be effective for fiscal years, and interim periods within those fiscal years, beginning after December 15, 2019. Although the full impact of this Update on the Organization's financial statements has not yet been determined, the future adoption of this guidance will require the Organization to record assets and liabilities on its statement of financial position relating to facility and other leases currently being accounted for as operating leases (see Note 12).

In August 2016, the FASB issued ASU No. 2016-14, *Not-for-Profit Entities (Topic 958): Presentation of Financial Statements of Not-for-Profit Entities* (ASU 2016-14). ASU 2016-14 change presentation and disclosure requirements for not-for-profit entities to provide more relevant information about their resources (and the changes in those resources) to donors, grantors, creditors, and other users. These include qualitative and quantitative requirements in the following areas: (1) net asset classes; (2) investment return; (3) expenses; (4) liquidity and availability of resources; and (5) presentation of operating cash flows. ASU 2016-14 will be effective for annual financial statements issued for fiscal years beginning after December 15, 2017, and for interim periods within fiscal years beginning after December 15, 2018. Early application of the amendments is permitted. The Organization has not yet completed its assessment of the impact of this guidance on its financial statements. Under this guidance, the Organization will be required to present two classes of net assets (net assets with donor restrictions and net assets without donor restrictions) and changes in each of these two classes, on the face of the statement of financial position and statement of activities, respectively, rather than the current required three classes (unrestricted, temporarily restricted, and permanently restricted).

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NOTE 3 - CASH AND CASH EQUIVALENTS

Cash at June 30, 2018 and 2017, consisted of the following:

	June 30, 2018		June 30, 2017	
	Reported Amount	Bank Balance	Reported Amount	Bank Balance
Deposits				
Cash on hand and in banks	$22,096,194	$25,888,140	$ 9,043,882	$10,098,608
County pooled investment funds	504,299	N/A	790,960	N/A
Total	$22,600,493	$25,888,140	$ 9,834,842	$10,098,608

The majority of MERF's cash is held in bank accounts, which are subject to federally insured limits of $250,000. MERF has not experienced any losses in such accounts. At June 30, 2018 and 2017, MERF had $25,388,140 and $9,204,748, respectively, in excess of FDIC insured limits in bank accounts.

NOTE 4 - RESTRICTED CASH

At June 30, 2018 and 2017, cash held for restricted purposes consisted of the following:

	June 30, 2018		June 30, 2017	
	Reported Amount	Bank Balance	Reported Amount	Bank Balance
Bond reserve	$ 4,553,380	$ 4,553,380	$ 446,563	$ 446,563
Facility reserve	106,607	106,607	202,197	202,197
Current Restricted Cash	$ 4,659,987	$ 4,659,987	$ 648,760	$ 648,760

The majority of MERF's restricted cash is held in bank accounts, which are subject to federally insured limits of $250,000. MERF has not experienced any losses in such accounts. At June 30, 2018 and 2017, MERF had $4,553,130 and $196,563, respectively, in excess of FDIC insured limits in bank accounts.

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NOTE 5 - INVESTMENTS (CASH EQUIVALENTS)

Summary of Investments

Two MSA charter schools have investments held in county investment pools. Investments as of June 30, 2018 and 2017, are classified in the accompanying financial statements as follows:

Magnolia Science Academy San Diego

	June 30, 2018		June 30, 2017	
Investment Type	Reported Amount	Fair Market Value	Reported Amount	Fair Market Value
San Diego County Pooled Investment Funds	$ 62,058	$ 61,400	$ 14,476	$ 14,427

Magnolia Science Academy Santa Ana

	June 30, 2018		June 30, 2017	
Investment Type	Reported Amount	Fair Market Value	Reported Amount	Fair Market Value
Orange County Pooled Investment Funds	$ 442,241	$ 440,337	$ 776,484	$ 775,242

All assets have been valued using a market approach, with quoted market prices.

Interest Rate Risk

Interest rate risk is the risk that changes in market interest rates will adversely affect the fair value of an investment. Generally, the longer the maturity of an investment, the greater the sensitivity of its fair value to changes in market interest rates. The Foundations do not have a formal investment policy that limits investment maturities as a means of managing its exposure to fair value losses arising from increasing interest rates. MERF manages exposure to interest rate risk by investing in the County Pool.

Weighted Average Maturity

MERF monitors the interest rate risk inherent in its portfolio by measuring the weighted average maturity of its portfolio.

NOTE 6 - MARKET VALUE OF FINANCIAL ASSETS AND LIABILITIES

MERF determines the fair market values of certain financial instruments based on the fair value hierarchy established in FASB ASC 820-10-50, which requires an entity to maximize the use of observable inputs and minimize the use unobservable inputs when measuring fair value. The standard describes three levels of inputs that may be used to measure fair value.

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The following provides a summary of the hierarchical levels used to measure fair value:

Level 1 - Quoted prices in active markets for identical assets or liabilities that the reporting entity has the ability to access at the measurement date. Level 1 asset and liabilities may include debt and equity securities that are traded in an active exchange market and that are highly liquid and are actively traded in over-the-counter markets.

Level 2 - Observable inputs other than Level 1 prices such as quoted prices for similar assets or liabilities; quoted prices in markets that are not active; or other inputs that are observable or can be corroborated by observable market data for substantially the full term of the assets or liabilities. Level 2 assets and liabilities may include debt securities with quoted prices that are traded less frequently than exchange-traded instruments and other instruments whose value is determined using a pricing model with inputs that are observable in the market or can be derived principally from or corroborated by observable market data. This category generally includes U.S. Government and agency mortgage-backed debt securities, corporate debt securities, derivative contracts, residential mortgage, and loans held-for-sale.

Level 3 - Unobservable inputs that are supported by little or no market activity and that are significant to the fair value of the assets or liabilities. Level 3 assets and liabilities include financial instruments whose value is determined using pricing models, discounted cash flow methodologies, or similar techniques, as well as instruments for which the determination of fair value requires significant management judgment or estimation. This category generally includes certain private equity investments, retained residual interests in securitizations, residential MSRs, asset-backed securities (ABS), highly structured or long-term derivative contracts and certain collateralized debt obligations (CDO) where independent pricing information was not able to be obtained for a significant portion of the underlying assets.

Uncategorized - Investments in the Orange and San Diego County Treasury Investment Pools are not measured using the input levels above because the Foundations' transactions are based on a stable net asset value per share. All contributions and redemptions are transacted at $1.00 net asset value per share.

The fair value measurements are as follows at June 30, 2018:

Magnolia Science Academy San Diego

Investment Type	Level	Fair Value	Weighted Average Maturity in Days
San Diego County Treasury Investment Pool	Uncategorized	$61,400	370

Magnolia Science Academy Santa Ana

Investment Type	Level	Fair Value	Weighted Average Maturity in Days
Orange County Pooled Investment Funds	Uncategorized	$ 440,337	302

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NOTE 7 - ACCOUNTS RECEIVABLE

Accounts receivable at June 30, 2018 and 2017, consisted of the following:

	2018	2017
Local Control Funding Formula	$ 2,261,602	$ 2,018,722
Federal receivable	965,463	699,232
State receivable	1,216,639	58,203
Due From LACOE	-	16,815
Local receivable	-	21,902
Lottery	335,247	379,538
Other	2,669	-
Total Accounts Receivable	$ 4,781,620	$ 3,194,412

NOTE 8 - FIXED ASSETS

Fixed assets at June 30, 2018 and 2017, consisted of the following:

	2018	2017
Land	$ 2,386,854	$ 2,386,854
Building improvements	28,388,867	24,123,767
Leasehold improvements	384,879	374,818
Computer and equipment	2,775,055	2,536,238
Work in progress	12,119,894	735,857
Subtotal	46,055,549	30,157,534
Less: accumulated depreciation	(4,120,699)	(3,115,417)
Total Fixed Assets	$ 41,934,850	$ 27,042,117

During the years ended June 30, 2018 and 2017, $1,228,552 and $907,827, respectively, was charged to depreciation expense.

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NOTE 9 - ACCOUNTS PAYABLE AND ACCRUALS

Accounts payable at June 30, 2018 and 2017, consisted of the following:

	2018	2017
Salaries and benefits	$ 733,254	$ 751,947
Compensated absences	121,768	-
Vendor payables	1,981,453	2,324,075
Due to other agencies	395,910	136,469
Total Accounts Payable and Accruals	$ 3,232,385	$ 3,212,491

NOTE 10 - DEFERRED REVENUE

Deferred revenue at June 30, 2018, consisted of the following:

	2018	2017
State sources	$ 2,290,659	$ 446,563
Other	-	72,500
Total Deferred Revenue	$ 2,290,659	$ 519,063

NOTE 11 - LONG-TERM OBLIGATIONS

At June 30, 2018, MERF's long-term obligations summary is as follows:

	Balance July 1, 2017	Additions	Deductions	Balance June 30, 2018	Due in One Year
Bonds payable (CSFA)	$ 5,870,000	$ 25,000,000	$ 85,000	$ 30,785,000	$ 90,000
Loans (CCSFP)	8,883,784	-	244,116	8,639,668	223,520
Note payable	2,800,000	4,265,000	2,800,000	4,265,000	82,500
Total	$ 17,553,784	$ 29,265,000	$ 3,129,116	$ 43,689,668	$ 396,020

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At June 30, 2017, MERF's long-term obligations summary is as follows:

	Balance July 1, 2016	Additions	Deductions	Balance June 30, 2017	Due in One Year
Bonds payable (CSFA)	$ 5,950,000	$ -	$ 80,000	$ 5,870,000	$ 85,000
Loans (CCSFP)	8,950,465	-	66,669	8,883,796	244,116
Capital leases	44,198	-	44,198	-	-
Note payable	2,800,000	-	-	2,800,000	2,800,000
Total	$ 17,744,663	$ -	$ 190,867	$ 17,553,796	$ 3,129,116

California School Finance Authority (CSFA) School Facility Revenue Bonds

Series 2014A and 2014B

In June 2014, the CSFA issued $6,020,000 in School Facilities Revenues, Series 2014A and Series 2014B for the purpose of a loan to MPM Sherman Way, LLC. The proceeds from the bonds will be used for the purpose of purchase, renovations, and improvement of charter school facilities. The bonds mature in August 2044 with monthly interest payments due commencing July 1, 2044. At June 30, 2018, the principal balance outstanding was $5,785,000.

Series 2017A-1 and 2017A-2

In August 2017, the CSFA issued $25,000,000 in School Facilities Revenues, Series 2017A-1 and Series 2017A-2 for the purpose of a loan to MPM Sherman Way, LLC, MPM Santa Ana, LLC, and MPM Sand Diego, LLC. The proceeds from the bonds will be used for the purpose of purchase, renovations, and improvement of charter school facilities. The bonds mature in July 2044 with monthly interest payments due commencing July 1, 2044. At June 30, 2018, the principal balance outstanding was $25,000,000.

The bonds mature through 2045 as follows:

Repayment Year	Principal	Current Interest to Maturity	Total
2019	$ 90,000	$ 1,660,688	$ 1,750,688
2020	620,000	1,641,088	2,261,088
2021	655,000	1,607,444	2,262,444
2022	685,000	1,572,269	2,257,269
2023	720,000	1,535,387	2,255,387
2024-2028	4,230,000	7,117,626	11,347,626
2029-2033	4,740,000	6,498,538	11,238,538
2034-2038	6,350,000	4,843,338	11,193,338
2039-2043	8,520,000	2,611,500	11,131,500
2044-2045	4,175,000	256,319	4,431,319
Total	$ 30,785,000	$ 29,344,197	$ 60,129,197

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Debt Service Coverage and Cash Days on Hand

Under the current bonding agreement, MPM Sherman Way, MPM Santa Ana, and MPM San Diego (the Lessees) or Magnolia Educational and Research Foundation (MERF) is required to maintain a Debt Service Coverage Ratio of 1.10 to 1.00 and Cash Days on Hand of 45 days.

The Debt Service Coverage Ratio is calculated by dividing the Combined Net Income Available for Debt Service from Magnolia Science Academy (MSA) by the Maximum Annual Debt Service for all outstanding indebtedness. As of June 30, 2018, MSA had a 2.56 Debt Service Coverage Ratio and was in compliance with the 1.10 to 1.00 required ratio and cash on hand of 45 days.

Debt Service Coverage

Net Income	$ 1,425,567
Depreciation	6,361
Rent	916,260
Income Available for Coverage	2,348,188
Debt Service	916,260
Debt Service Coverage	**2.56**
Limit	1.10
Compliance	Yes

The Days Cash on Hand is calculated by reducing non-cash expenses from total expenses and divided by 365 days. As of June 30, 2018, MSA had 113 days cash on hand and was in compliance with the 45 days required.

Days Cash on Hand

Total Expenses	$ 6,599,203
Depreciation	6,361
Cash Expenses	6,592,842
Expense/Day	18,063
Cash	2,044,087
Days Cash on Hand	**113**
Limit	45
Compliance	Yes

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Loans (CCSFP)

Summarized below are MERF's loans at June 30, 2018:

	Balance July 1, 2017	Additions	Deductions	Balance June 30, 2018	Due in One Year
MSA SD (CCSFP)	$ 151,806	$ -	$ -	$ 151,806	$ -
MSA SA (Revolving)	25,000	-	25,000	-	-
MSA SA (CCSFP)	8,706,978	-	219,116	8,487,862	223,520
Total	$ 8,883,784	$ -	$ 244,116	$ 8,639,668	$ 223,520

Magnolia Science Academy Santa Ana (MSA SA)

Magnolia Science Academy Santa Ana received unsecured revolving loan payable to the California Department of Education totaling $150,000 on November 30, 2012. The loan balance as of June 30, 2018, was $75,000. The loan has an interest rate of 0.53 percent and it matures in five years. The repayment terms require six monthly payments each year in five fiscal years beginning on October 30, 2013. The State Controller's Office deducts the loan payments from MSA SA's State School Fund Apportionments. At June 30, 2018, the loan was paid in full.

Magnolia Science Academy Santa Ana has been approved by the State of California's Charter School Facilities Program (CCSFP) for $17,413,956 for constructing a new facility, which will cost the same amount. The State will fund 50 percent of the total amount of $17,413,956; the State will fund 50 percent of the total project cost through a loan in the amount of $8,706,990 and the other 50 percent through a grant in the amount of $8,706,978. The loan has an annual interest rate of 3.00 percent and it matures 30 years after the completion of the project. The outstanding loan balance as of June 30, 2018, was $8,487,862. The current portion due in 2017-2018 is $223,520.

Magnolia Science Academy San Diego (MSA SD)

Magnolia Science Academy San Diego has been approved by the State of California's Charter School Facilities Program (CCSFP) for $3,036,122 for constructing a new facility, which will cost the same amount. The State will fund 50 percent of the total amount of $3,036,122; the State will fund 50 percent of the total project cost through a loan in the amount of $1,518,061 and the other 50 percent through a grant in the amount of $1,518,061. The loan has an annual interest rate of 2.00 percent and it matures 30 years after the completion of the project, which is estimated to be in the middle of calendar year 2016. The repayment schedule will be determined after completion of the project. The State Controller's Office will deduct the loan payments from MSA SD's State School Fund Apportionments. The outstanding loan balance as of June 30, 2018, was $151,806.

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Note Payable

Magnolia Science Academy (MSA 1)

MSA entered into a promissory note agreement with Luxor Properties, Inc. and Michael William Spivak, to purchase the property located at 18220-18228 Sherman Way, Los Angeles, California. MSA 1 received a loan in the amount of $2,800,000. The loan bears an interest rate of 6.50 percent. The terms of the loan require monthly interest payments of $15,667 for a 23-month period and the remaining principal balance on the final payment. At June 30, 2018, this note was paid in full.

On December 1, 2017, Magnolia Educational & Research Foundation entered into a promissory note agreement with MPM Santa Ana LLC. The loan agreement provides that the loan will be funded in two tranches. The initial advance of $1,480,000 on September 6, 2017 and the second advance of $2,785,000 on December 22, 2017. Monthly payment terms include an interest rate of ten percent beginning in 2017 and maturing June 30, 2045. Total payment made in 2017-2018 was $226,533 in interest only. Principle payments begin August 1, 2018. The balance as of June 30, 2018 was $4,265,000.

Future payments are as follows:

Fiscal Year Ending June 30,	Payments
2019	509,000
2020	512,833
2021	508,375
2022	503,417
2023	497,958
2024-2028	2,380,666
2029-2033	2,137,583
2034-2038	1,983,127
2039-2043	1,777,458
2044-2045	352,625
Less: Amount Representing Interest	(6,898,042)
Total	$ 4,265,000

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NOTE 12 - FACILITIES USES AGREEMENTS/OPERATING LEASES

Total rental and facility expenses were $1,027,496 for year ended June 30, 2018, for the sole purpose of operating the Foundations' education programs, related Charter Schools' activities. Future rental and facility expenses are as follows:

Fiscal Year Ending	Future Lease Commitments
2019	$ 926,408
2020	1,153,425
2021	927,619
2022	944,561
2023	639,275
Thereafter	10,763,284
Total	$ 15,354,572

Lease Commitments

Charter School	Future Lease Commitments
MSA 1	$ 12,937,551
MSA 7	1,079,021
MSA SD	480,000
MERF Office	858,000
Total	$ 15,354,572

NOTE 13 - FAIR VALUE FINANCIAL INSTRUMENTS

The carrying amounts and estimated fair values of MERF financial instruments as of June 30, 2018 are as follows:

	June 30, 2018		June 30, 2017	
	Carrying Amount	Fair Value	Carrying Amount	Fair Value
Cash and cash equivalents	$ 22,600,493	$ 22,600,493	$ 9,834,842	$ 9,833,550
Restricted cash and cash equivalents	4,659,987	4,659,987	648,760	648,760
Revolving and CCSF loans	8,639,668	8,639,668	8,883,796	8,883,796
Notes payable	4,265,000	4,265,000	2,800,000	2,800,000
Bonds payable (CSFA)	30,785,000	30,785,000	5,870,000	5,870,000

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NOTE 14 - EMPLOYEE RETIREMENT SYSTEMS

Qualified employees are covered under multiple-employer defined benefit pension plans maintained by agencies of the State of California. Academic employees are members of the California State Teachers' Retirement System (CalSTRS) and classified employees are members of the California Public Employees' Retirement System (CalPERS).

The risks of participating in these multi-employer defined benefit pension plans are different from single-employer plans because: (a) assets contributed to the multi-employer plan by one employer may be used to provide benefits to employees of other participating employers, (b) the required member, employer, and State contribution rates are set by the California Legislature, and (c) if the Foundation chooses to stop participating in the multi-employer plan, it may be required to pay a withdrawal liability to the plan. The Foundation has no plans to withdraw from this multi-employer plan.

The details of each plan are as follows:

California State Teachers' Retirement System (CalSTRS)

Plan Description

The Foundation contributes to the State Teachers Retirement Plan (STRP) administered by the California State Teachers' Retirement System (CalSTRS). STRP is a cost-sharing multiple-employer public employee retirement system defined benefit pension plan. Benefit provisions are established by State statutes, as legislatively amended, within the State Teachers' Retirement Law. According to the most recently available Comprehensive Annual Financial Report and Actuarial Valuation Report for the year ended June 30, 2017, total actuarial value of assets are $180 billion, the actuarial obligation is $287 billion, contributions from all employers totaled $4.0 billion, and the plan is 62.6 percent funded.

A full description of the pension plan regarding benefit provisions, assumptions (for funding, but not accounting purposes), and membership information is listed in the June 30, 2017, annual actuarial valuation report, Defined Benefit Program Actuarial Valuation. This report and CalSTRS audited financial information are publically available reports that can be found on the CalSTRS website under Publications at:
http://www.calstrs.com/member-publications.

Benefits Provided

The STRP provides retirement, disability and survivor benefits to beneficiaries. Benefits are based on members' final compensation, age and years of service credit. Members hired on or before December 31, 2012, with five years of credited service are eligible for the normal retirement benefit at age 60. Members hired on or after January 1, 2013, with five years of credited service are eligible for the normal retirement benefit at age 62. The normal retirement benefit is equal to 2.0 percent of final compensation for each year of credited service.

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The STRP is comprised of four programs: Defined Benefit Program, Defined Benefit Supplement Program, Cash Balance Benefit Program and Replacement Benefits Program. The STRP holds assets for the exclusive purpose of providing benefits to members and beneficiaries of these programs. CalSTRS also uses plan assets to defray reasonable expenses of administering the STRP. Although CalSTRS is the administrator of the STRP, the State is the sponsor of the STRP and obligor of the trust. In addition, the State is both an employer and nonemployer contributing entity to the STRP.

The Foundation contributes exclusively to the STRP Defined Benefit Program, thus disclosures are not included for the other plans.

The STRP provisions and benefits in effect at June 30, 2018, are summarized as follows:

	STRP Defined Benefit Program	
Hire date	On or before	On or after
Benefit formula	2% at 60	2% at 62
Benefit vesting schedule	5 years of service	5 years of service
Benefit payments	Monthly for life	Monthly for life
Retirement age	60	62
Monthly benefits as a percentage of eligible compensation	2.0% - 2.4%	2.0% - 2.4%
Required employee contribution rate	10.25%	9.205%
Required employer contribution rate	14.43%	14.43%
Required state contribution rate	9.328%	9.328%

Contributions

Required member, Charter School and State of California contributions rates are set by the California Legislature and Governor and detailed in Teachers' Retirement Law. The contributions rates are expressed as a level percentage of payroll using the entry age normal actuarial method. In accordance with AB 1469, employer contributions into the CalSTRS will be increasing to a total of 19.1 percent of applicable member earnings phased over a seven year period. The contribution rates for each plan for the year ended June 30, 2018, are presented above and the Foundation's total contributions were $2,272,070.

California Public Employees Retirement System (CalPERS)

Plan Description

Qualified employees are eligible to participate in the School Employer Pool (SEP) under the California Public Employees' Retirement System (CalPERS), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalPERS. Benefit provisions are established by State statutes, as legislatively amended, within the Public Employees' Retirement Law. According to the most recently available Actuarial Valuation Report for the year ended June 30, 2016, the Schools Pool total plan assets are $55.8 billion, the total accrued liability is $77.5 billion, contributions from all employers totaled $1.43 billion, and the plan is 71.9 percent funded.

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A full description of the pension plan regarding benefit provisions, assumptions (for funding, but not accounting purposes), and membership information is listed in the June 30, 2016, annual actuarial valuation report, Schools Pool Actuarial Valuation, 2016. This report and CalPERS audited financial information are publically available reports that can be found on the CalPERS website under Forms and Publications at: https://www.calpers.ca.gov/page/forms-publications.

Benefits Provided

CalPERS provides service retirement and disability benefits, annual cost of living adjustments and death benefits to plan members, who must be public employees and beneficiaries. Benefits are based on years of service credit, a benefit factor and the member's final compensation. Members hired on or before December 31, 2012, with five years of total service are eligible to retire at age 50 with statutorily reduced benefits. Members hired on or after January 1, 2013, with five years of total service are eligible to retire at age 52 with statutorily reduced benefits. All members are eligible for non-duty disability benefits after five years of service. The Basic Death Benefit is paid to any member's beneficiary if the member dies while actively employed. An employee's eligible survivor may receive the 1957 Survivor Benefit if the member dies while actively employed, is at least age 50 (or 52 for members hired on or after January 1, 2013), and has at least five years of credited service. The cost of living adjustments for each plan are applied as specified by the Public Employees' Retirement Law.

The CalPERS provisions and benefits in effect at June 30, 2018, are summarized as follows:

	School Employer Pool (CalPERS)	
Hire date	On or before	On or after
Benefit formula	2% at 55	2% at 62
Benefit vesting schedule	5 years of service	5 years of service
Benefit payments	Monthly for life	Monthly for life
Retirement age	55	62
Monthly benefits as a percentage of eligible compensation	1.1% - 2.5%	1.0% - 2.5%
Required employee contribution rate	7.00%	6.50%
Required employer contribution rate	15.531%	15.531%

Contributions

Section 20814(c) of the California Public Employees' Retirement Law requires that the employer contribution rates for all public employers be determined on an annual basis by the actuary and shall be effective on the July 1 following notice of a change in the rate. Total plan contributions are calculated through the CalPERS annual actuarial valuation process. The actuarially determined rate is the estimated amount necessary to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability. The Foundation is required to contribute the difference between the actuarially determined rate and the contribution rate of employees. The contributions rates are expressed as percentage of annual payroll. The contribution rates for each plan for the year ended June 30, 2018, are presented above and the total Charter School contributions were $485,547.

On Behalf Payments

The State of California makes contributions to CalSTRS on behalf of the School. These payments consist of State General Fund contributions to CalSTRS in the amount of $1,087,636 (9.328 percent of salaries subject to CalSTRS). Under accounting principles generally accepted in the United States of America, these amounts are to be reported as revenues and expenditures. Accordingly, these amounts have been recorded in these financial statements.

NOTE 15 - PARTICIPATION IN JOINT POWERS AUTHORITY

Magnolia Science Academy Charter Schools are participants in the California Charter Schools Joint Powers Authority (CCS-JPA) *dba* CharterSAFE for risk management services for workers' compensation and charter school liability insurance. The relationship between MERF and CharterSAFE is such that CharterSAFE is not considered a component unit of MERF for financial reporting purposes.

CharterSAFE has budgeting and financial reporting requirements independent of member units and CharterSAFE's financial statements are not presented in these financial statements; however, transactions between CharterSAFE and Magnolia Science Academy Charter Schools are included in these statements. Audited financial statements for CharterSAFE were not available for fiscal year 2017-2018 at the time this report was issued. However, financial statements should be available from the respective agency.

During the years ended June 30, 2018 and 2017, Magnolia Science Academy Charter Schools made payments of $448,499 and $392,554, respectively, to CharterSAFE for services received. At June 30, 2018 and 2017, MERF had no recorded accounts receivable or accounts payable to CharterSAFE.

NOTE 16 - CONTINGENCIES

Grants

MERF has received State and Federal funds for specific purposes that are subject to review and audit by the grantor agencies. The LAUSD Office of Inspector General has been in the process of reviewing prior year's activity. Per the LAUSD Office of Inspector General letter dated November 6, 2017, "unless the Office of Inspector General receives new information or is directed otherwise by the Board, the Office of Inspector General will not be moving forward on this matter at this time". Although such audits could generate disallowances under terms of the grants, it is believed that any reimbursement, if required, would not be material.

Litigation

MERF is not currently a party to any legal proceedings.

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NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
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NOTE 17 - SUBSEQUENT EVENTS

MERF's management has evaluated events or transactions that may occur for potential recognition or disclosure in the consolidated financial statements through _____, 2018, which is the date the consolidated financial statements were available to be issued. Management has determined that there were no subsequent events or transactions that would have a material impact on the current year consolidated financial statements.

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SUPPLEMENTARY INFORMATION

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MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION
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CONSOLIDATED SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS FOR THE YEAR ENDED JUNE 30, 2018

Federal Grantor/Pass-Through Grantor/Program	CFDA Number	Pass-Through Entity Identifying Number	Program Expenditures
U.S. DEPARTMENT OF EDUCATION			
Passed through California Department of Education (CDE):			
Special Education:			
Basic Local Assistance Entitlement, Part B, Section 611	84.027	13379	$ 572,884
Title I, Part A, Basic Grants Low Income and Neglected	84.010	14329	1,428,512
Title I, Part G: Advanced Placement (AP) Test Fee Reimbursement Program	84.330B	14831	271
Title II, Part A, Supporting Effective Instruction	84.367	14341	165,992
Title III, English Learner Student Program	84.365	14346	66,026
State Charter School Facilities Incentive Grants	84.242D	[1]	507,580
Total U.S. Department of Education			2,741,265
U.S. DEPARTMENT OF AGRICULTURE			
Passed through California Department of Education (CDE):			
Child Nutrition Cluster:			
Basic School Breakfast Program	10.553	13525	68,717
Especially Needy Breakfast	10.553	13526	280,828
National School Lunch Program	10.555	13524	731,203
Food Distribution	10.555	13524	29,288
Total Child Nutrition Cluster			1,110,036
Total U.S. Department of Agriculture			1,110,036
Total Federal Programs			$ 3,851,301

[1] Pass-Through Entity Identifying Number not available.

See accompanying note to supplementary information.

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MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION
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LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE FOR THE YEAR ENDED JUNE 30, 2018

ORGANIZATION

MERF operates ten schools in California under ten charters. Each school is operated on the same tax identification number as MERF. Charters were granted for each school for up to five years, with an opportunity for renewal. Charters may be revoked by the charter authorizer for material violations of the charter, failure to meet or make progress toward student outcomes identified in the charter, failure to meet generally accepted standards of fiscal management, or violation of any provision of the law. As of June 30, 2018, the Foundations operated by MERF were as follows:

Charter School Name	Charter Number	Sponsoring District	Charter Expiration	Grades Served	Number of Students Served
Magnolia Science Academy	0438	Los Angeles COE	June 30, 2022	6-12	537
Magnolia Science Academy 2	0906	Los Angeles COE	June 30, 2022	6-12	448
Magnolia Science Academy 3	0917	Los Angeles COE	June 30, 2022	6-12	455
Magnolia Science Academy 4	0986	Los Angeles USD	June 30, 2023	6-12	185
Magnolia Science Academy 5	0987	Los Angeles COE	June 30, 2023	6-12	206
Magnolia Science Academy 6	0988	Los Angeles USD	June 30, 2019	6-8	155
Magnolia Science Academy 7	0989	Los Angeles USD	June 30, 2019	K-5	200
Magnolia Science Academy Bell	1236	Los Angeles USD	June 30, 2020	6-8	487
Magnolia Science Academy San Diego	0698	San Diego USD	June 30, 2020	6-8	397
Magnolia Science Academy Santa Ana	1686	CDE	June 30, 2019	K-12	720

See accompanying note to supplementary information.

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LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE, *Continued*
FOR THE YEAR ENDED JUNE 30, 2018

BOARD OF DIRECTORS

MEMBER	OFFICE	TERM EXPIRES
Mr. Saken Sherkhanov	President	December 11, 2018
Mr. Haim Beliak	Vice-Chair	February 8, 2022
Dr. Charlotte Brimmer	Director	August 10, 2022
Ms. Sandra Covarrubias	Director/Parent	August 10, 2022
Dr. Salih Dikbas	Director	December 10, 2019
Mr. Shohrat Geldiyev	Director	March 11, 2020
Mrs. Diane Gonzalez	Director	December 2019
Mr. Serdar Orazov	Director	September 9, 2020
Dr. Umit Yapanel	Director	October 11, 2022

ADMINISTRATION

Alfredo Rubalcava[1]	Chief Executive Officer, Superintendent
Caprice Young, Ed.D.[2]	Chief Executive Officer, Superintendent
Nanie Montijo	Chief Financial Officer

[1] Effective July 1, 2018
[2] Resigned June 30, 2018

See accompanying note to supplementary information.

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MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION
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CONSOLIDATING STATEMENT OF FINANCIAL POSITION
JUNE 30, 2018

	MERF	MSA-1	MSA-2	MSA-3	MSA-4	MSA-5	MSA-6
ASSETS							
Current Assets:							
Cash and cash equivalents	$ 475,054	$2,044,087	$1,094,844	$ 740,137	$1,336,770	$1,731,955	$ 1,442,531
Restricted cash and cash equivalents	-	-	-	-	-	-	-
Accounts receivable	-	1,349,175	521,854	440,748	156,659	157,623	162,484
Intra-company receivable	2,263,534	588,400	62,177	6,604	936	22,592	2,500
Prepaid expenses and other current assets	419,062	260,679	87,263	1,743	377	11,698	14,884
Total Current Assets	3,157,650	4,242,341	1,766,138	1,189,232	1,494,742	1,923,868	1,622,399
Non-Current Assets:							
Debt issue cost, net	-	-	-	-	-	-	-
Investments in LLC's	-	161,923	-	-	-	-	-
Security deposits	16,000	-	-	-	-	-	-
Fixed assets	134,513	1,489,734	410,237	267,427	178,296	205,518	158,971
Less: accumulated depreciation	(117,723)	(665,047)	(294,698)	(181,398)	(131,837)	(123,576)	(130,981)
Total Non-Current Assets	32,790	986,610	115,539	86,029	46,459	81,942	27,990
Total Assets	$3,190,440	$5,228,951	$1,881,677	$1,275,261	$1,541,201	$2,005,810	$ 1,650,389
LIABILITIES							
Current Liabilities:							
Accounts payable and accruals	$ 296,731	$ 267,565	$ 729,383	$ 208,639	$ 70,621	$ 102,310	$ 46,433
Intra-company payable	2,099,748	149,542	35,064	2,905	66	8,168	58
Deferred revenue	-	-	-	-	-	-	-
Current portion of long-term obligations	-	-	-	-	-	-	-
Total Current Liabilities	2,396,479	417,107	764,447	211,544	70,687	110,478	46,491
Long-Term Obligations:							
Non-current portion of long-term obligations	-	-	-	-	-	-	-
Total Liabilities	2,396,479	417,107	764,447	211,544	70,687	110,478	46,491
NET ASSETS							
Unrestricted (deficit)	793,961	4,446,128	834,378	788,750	1,205,407	1,644,202	1,491,714
Designated	-	365,716	282,852	274,967	265,107	251,130	112,184
Total Net Assets	793,961	4,811,844	1,117,230	1,063,717	1,470,514	1,895,332	1,603,898
Total Liabilities and Net Assets	$3,190,440	$5,228,951	$1,881,677	$1,275,261	$1,541,201	$2,005,810	$ 1,650,389

See accompanying note to supplementary information.

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MSA-7	MSA-Bell	MSA-SD	MSA-SA	MPM Inc./ LLC	Elimination	Total	Memo 2017 Total
$ 1,269,979	$ 1,907,434	$ 657,784	$ 708,858	$ 9,191,060	$ -	$ 22,600,493	$ 9,834,842
-	-	106,607	-	4,553,380	-	4,659,987	648,760
318,241	385,404	271,945	1,017,487	-	-	4,781,620	3,194,412
-	1,722,916	-	34,430	-	(4,704,089)	-	-
22,337	79,980	128,519	866	-	-	1,027,408	1,620,157
1,610,557	4,095,734	1,164,855	1,761,641	13,744,440	(4,704,089)	33,069,508	15,298,171
-	-	-	-	1,076,199	-	1,076,199	358,782
-	-	198,191	75,554	-	(435,668)	-	-
7,227	-	-	19,890	-	-	43,117	64,690
290,998	320,329	667,450	22,622,538	19,309,538	-	46,055,549	30,157,534
(122,900)	(187,190)	(372,561)	(1,091,112)	(701,676)	-	(4,120,699)	(3,115,417)
175,325	133,139	493,080	21,626,870	19,684,061	(435,668)	43,054,166	27,465,589
$ 1,785,882	$ 4,228,873	$ 1,657,935	$ 23,388,511	$ 33,428,501	$ (5,139,757)	$ 76,123,674	$ 42,763,760
$ 277,107	$ 144,722	$ 137,405	$ 951,469	$ -	$ -	$ 3,232,385	$ 3,212,491
10,579	434	215,638	2,181,887	-	(4,704,089)	-	-
-	-	-	-	2,290,659	-	2,290,659	519,063
-	-	-	306,020	-	-	306,020	3,129,116
287,686	145,156	353,043	3,439,376	2,290,659	(4,704,089)	5,829,064	6,860,670
-	-	151,806	12,446,842	30,785,000	-	43,383,648	14,424,680
287,686	145,156	504,849	15,886,218	33,075,659	(4,704,089)	49,212,712	21,285,350
1,243,634	3,810,806	803,763	7,487,577	352,842	(435,668)	24,467,494	20,413,178
254,562	272,911	349,323	14,716	-	-	2,443,468	1,065,232
1,498,196	4,083,717	1,153,086	7,502,293	352,842	(435,668)	26,910,962	21,478,410
$ 1,785,882	$ 4,228,873	$ 1,657,935	$ 23,388,511	$ 33,428,501	$ (5,139,757)	$ 76,123,674	$ 42,763,760

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MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION
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CONSOLIDATING STATEMENT OF ACTIVITIES
JUNE 30, 2018

	MERF	MSA-1	MSA-2	MSA-3	MSA-4	MSA-5	MSA-6
CHANGES IN UNRESTRICTED NET ASSETS							
REVENUES							
State apportionments	$ -	$ 5,502,695	$ 4,472,148	$ 4,459,164	$ 1,713,551	$ 1,927,351	$ 1,449,785
Federal revenue	-	980,659	489,784	444,672	243,319	218,909	143,028
Other State revenue	-	1,589,193	825,899	925,197	444,462	481,588	374,247
Rent revenue	-	-	-	-	-	-	-
Local revenue	6,803,273	175,333	105,589	84,847	45,510	124,580	52,349
Total Revenues	6,803,273	8,247,880	5,893,420	5,913,880	2,446,842	2,752,428	2,019,409
EXPENSES							
Program services:							
Salaries and benefits	2,377,403	3,015,806	2,627,816	2,575,050	1,005,461	1,207,677	887,176
Student services	-	151,514	183,325	220,659	173,790	167,097	80,009
Materials and supplies	-	63,887	70,533	-	29,527	33,358	18,712
Student nutrition	16,645	238,193	222,727	189,326	64,698	85,556	44,443
Other expenses	88,051	90,337	103,544	74,152	38,253	56,762	34,220
Subtotal	2,482,099	3,559,737	3,207,945	3,059,187	1,311,729	1,550,450	1,064,560
EXPENSES (Continued)							
Management and general:							
Salaries and benefits	594,351	753,952	666,961	643,762	247,132	291,913	221,794
Depreciation	933	6,361	48,000	22,407	15,656	11,392	28,726
Insurance	11,628	-	-	-	-	-	-
Management fee	-	1,095,870	993,132	993,132	82,190	82,190	82,190
Occupancy	165,442	982,094	356,041	261,243	134,184	119,251	125,889
Operating expenses	1,988,081	378,797	401,197	502,393	215,596	177,457	151,273
Debt service	-	-	-	-	-	-	-
Interest	-	45,500	-	-	-	-	-
Subtotal	2,760,435	3,262,574	2,465,331	2,422,937	694,758	682,203	609,872
Total Expenses	5,242,534	6,822,311	5,673,276	5,482,124	2,006,487	2,232,653	1,674,432
CHANGE IN UNRESTRICTED NET ASSETS BEFORE EXTRAORDINARY ITEM	1,560,739	1,425,569	220,144	431,756	440,355	519,775	344,977
Extraordinary item - MSA Santa Clara	-	-	-	-	-	-	-
CHANGE IN UNRESTRICTED NET ASSETS	1,560,739	1,425,569	220,144	431,756	440,355	519,775	344,977
NET ASSETS (DEFICIT), BEGINNING OF YEAR	(766,778)	3,386,275	897,086	631,961	1,030,159	1,375,557	1,258,921
Contributed capital	-	-	-	-	-	-	-
NET ASSETS (DEFICIT), END OF YEAR	$ 793,961	$ 4,811,844	$ 1,117,230	$ 1,063,717	$ 1,470,514	$ 1,895,332	$ 1,603,898

See accompanying note to supplementary information.

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MSA-7	MSA-Bell	MSA-SD	MSA-SA	MPM Inc./ LLC	Elimination	Total	Memo 2017 Total
$ 2,565,977	$ 4,538,699	$ 2,947,210	$ 6,682,934	$ -	$ -	$ 36,259,514	$ 34,483,963
241,181	342,604	117,595	629,550	-	-	3,851,301	3,756,458
945,358	980,866	788,908	841,029	-	-	8,196,747	6,383,153
-	-	-	-	880,748	(880,748)	-	-
98,633	74,954	99,365	173,872	66,546	(6,376,553)	1,528,298	1,400,619
3,851,149	5,937,123	3,953,078	8,327,385	947,294	(7,257,301)	49,835,860	46,024,193
1,393,792	2,287,778	1,901,413	4,074,261	-	-	23,353,633	23,151,926
177,626	231,491	181,840	300,117	-	-	1,867,468	2,173,408
45,381	27,207	8,906	128,857	-	-	426,368	839,491
93,406	144,444	31,385	341,506	-	-	1,472,329	1,670,987
48,552	124,961	50,080	139,263	-	-	848,175	1,221,591
1,758,757	2,815,881	2,173,624	4,984,004	-	-	27,967,973	29,057,403
348,448	539,574	472,297	990,009	-	-	5,770,193	5,787,982
18,515	57,572	30,567	527,830	460,593	-	1,228,552	907,827
-	-	-	-	-	-	11,628	790
547,935	1,095,870	324,470	1,095,870	-	(6,376,553)	16,296	326,637
293,076	318,111	698,460	40,911	-	(880,748)	2,613,954	1,809,451
398,552	392,797	349,260	616,512	-	-	5,571,915	6,622,041
-	-	-	-	691,435	-	691,435	360,088
-	-	-	446,968	-	-	492,468	173,344
1,606,526	2,403,924	1,875,054	3,718,100	1,190,922	(7,257,301)	16,435,335	16,000,974
3,365,283	5,219,805	4,048,678	8,702,104	1,190,922	(7,257,301)	44,403,308	45,058,377
485,866	717,318	(95,600)	(374,719)	(243,628)	-	5,432,552	965,816
-	-	-	-	-	-	-	(348,866)
485,866	717,318	(95,600)	(374,719)	(243,628)	-	5,432,552	616,950
1,012,330	3,366,399	1,248,686	7,877,012	160,802	-	21,478,410	20,861,460
-	-	-	-	435,668	(435,668)	-	-
$ 1,498,196	$ 4,083,717	$ 1,153,086	$ 7,502,293	$ 352,842	$ (435,668)	$ 26,910,962	$ 21,478,410

DRAFT 11/20/2018

MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION
(A California Nonprofit Public Benefit Corporation)

FOUNDTATION ONLY COMPARATIVE STATEMENT OF FINANCIAL POSITION

(With comparative financial information at June 30, 2017)

JUNE 30, 2018

	2018	2017
ASSETS		
Current Assets:		
Cash and cash equivalents	$ 475,054	$ 52,671
Accounts receivable	-	463
Intra-company receivable	2,263,534	2,798,858
Prepaid expenses and other current assets	419,062	417,711
Total Current Assets	3,157,650	3,269,703
Non-Current Assets:		
Security deposits	16,000	16,000
Fixed assets	134,513	134,513
Less: accumulated depreciation	(117,723)	(116,790)
Total Non-Current Assets	32,790	33,723
Total Assets	$ 3,190,440	$ 3,303,426
LIABILITIES		
Current Liabilities:		
Accounts payable and accruals	$ 296,731	$ 443,504
Intra-company payable	2,099,748	3,554,200
Deferred revenue	-	72,500
Total Liabilities	2,396,479	4,070,204
NET ASSETS		
Unrestricted	793,961	(766,778)
Total Liabilities and Net Assets	$ 3,190,440	$ 3,303,426

DRAFT 11/20/2018

MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION
(A California Nonprofit Public Benefit Corporation)

FOUNDATION ONLY COMPARATIVE STATEMENT OF ACTIVITIES
(With comparative financial information at June 30, 2017)

JUNE 30, 2018

	2018	2017
CHANGES IN UNRESTRICTED NET ASSETS		
REVENUES		
Local revenue	$ 6,803,273	$ 6,522,442
EXPENSES		
Program services:		
Salaries and benefits	2,377,403	2,817,654
Materials and supplies	-	12,200
Student nutrition	16,645	28,445
Other expenses	88,051	107,407
Subtotal	2,482,099	2,965,706
Management and general:		
Salaries and benefits	$ 594,351	$ 704,413
Depreciation	933	1,440
Insurance	11,628	790
Occupancy	165,442	157,972
Operating expenses	1,988,081	2,368,307
Interest	-	74
Subtotal	2,760,435	3,232,996
Total Expenses	5,242,534	6,198,702
CHANGE IN UNRESTRICTED NET ASSETS BEFORE EXTRAORDINARY ITEM	1,560,739	323,740
Extraordinary item - equity transfer	-	(768,450)
Extraordinary item - MSA Santa Clara	-	(348,866)
Total extraordinary items	-	(1,117,316)
CHANGE IN UNRESTRICTED NET ASSETS	1,560,739	(793,576)
NET ASSETS, BEGINNING OF YEAR	(766,778)	26,798
NET ASSETS, END OF YEAR	$ 793,961	$ (766,778)

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MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION
(A California Nonprofit Public Benefit Corporation)

FOUNDATION ONLY COMPARATIVE STATEMENT OF CASH FLOWS
(With comparative financial information at June 30, 2017)

JUNE 30, 2018

	2018	2017
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in Unrestricted Net Assets	$ 1,560,739	$ (793,576)
Adjustments to reconcile change in net assets to net cash provided by (used in) operating activities:		
Depreciation expense	933	1,440
Changes in operating assets and liabilities:		
(Increase) Decrease in assets		
Accounts receivable	463	98,152
Intra-company receivable	535,324	(243,308)
Prepaid expenses and other current assets	(1,351)	(376,983)
Security deposits	-	1,525
Increase (Decrease) in liabilities		
Accounts payable and accruals	(146,773)	(139,293)
Intra-company payable	(1,454,452)	1,366,413
Deferred revenue	(72,500)	72,500
Net Cash Provided by (Used in) Operating Activities	422,383	(13,130)
CASH FLOWS FROM FINANCING ACTIVITIES		
Loan principal payments	-	(16,667)
NET CHANGE IN CASH	422,383	(29,797)
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	52,671	82,468
CASH AND CASH EQUIVALENTS, END OF YEAR	$ 475,054	$ 52,671
Supplemental cash flow disclosure:		
Cash paid during the period for interest	$ -	$ 74

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MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION
(A California Nonprofit Public Benefit Corporation)

NOTE TO SUPPLEMENTARY INFORMATION
JUNE 30, 2018

NOTE 1 - PURPOSE OF SUPPLEMENTARY SCHEDULES

Schedule of Expenditures of Federal Awards

The accompanying Schedule of Expenditures of Federal Awards includes the Federal grant activity of Magnolia Science Academy charter schools and is presented on the accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance). Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of, the financial statements. Magnolia Science Academy charter schools have not elected to use the ten percent de minimis cost rate as covered in Section 200.414 Indirect (F&A) costs of the Uniform Guidance.

Local Education Agency Organization Structure

This schedule provides information about the Foundations operated, members of the governing board, and members of the administration.

Consolidating Statements

The accompanying consolidating financial statements report the individual programs of MERF and are presented on the accrual basis of accounting. Eliminating entries in the consolidated financial statements are due to rent payments between the LLC and MSA 1, MSA Santa Ana, MSA San Diego, and CMO fees paid to MERF from the MSA charter schools in accordance with the structured fee schedule.

Foundation Only Comparative Statements

The accompanying foundation only comparative financial statements report the individual program of MERF and are presented on the accrual basis of accounting.

DRAFT 11/20/2018

INDEPENDENT AUDITOR'S REPORTS

DRAFT 11/20/2018

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Governing Board
Magnolia Educational & Research Foundation
(A California Nonprofit Public Benefit Corporation)
Los Angeles, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Magnolia Educational & Research Foundation (the Foundation) which comprise the statement of financial position as of June 30, 2018, and the related statements of activities and cash flows for the fiscal year then ended, and the related notes to the financial statements, and have issued our report thereon dated _____, 2018.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the Foundation's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Foundation's internal control. Accordingly, we do not express an opinion on the effectiveness of the Foundation's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the Foundation's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

DRAFT 11/20/2018

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Foundation's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of This Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Foundation's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Foundation's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Rancho Cucamonga, California
_____, 2018

DRAFT 11/20/2018

INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR EACH MAJOR PROGRAM AND REPORT ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE

Governing Board
Magnolia Educational & Research Foundation
(A California Nonprofit Public Benefit Corporation)
Los Angeles, California

Report on Compliance for Each Major Federal Program

We have audited Magnolia Educational & Research Foundation's compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of Magnolia Educational & Research Foundation's (the Charter) major Federal programs for the year ended June 30, 2018. Magnolia Educational & Research Foundation's major Federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with the federal statutes, regulations, and the terms and conditions of its Federal awards applicable to its Federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of Magnolia Educational & Research Foundation's major Federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major Federal program occurred. An audit includes examining, on a test basis, evidence about Magnolia Educational & Research Foundation's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major Federal program. However, our audit does not provide a legal determination of Magnolia Educational & Research Foundation's compliance.

DRAFT 11/20/2018

Opinion on Each Major Federal Program

In our opinion, Magnolia Educational & Research Foundation complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major Federal programs for the year ended June 30, 2018.

Report on Internal Control Over Compliance

Management of Magnolia Educational & Research Foundation is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered Magnolia Educational & Research Foundation's internal control over compliance with the types of requirements that could have a direct and material effect on each major Federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major Federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of Magnolia Educational & Research Foundation's internal control over compliance.

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a Federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a Federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a Federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Rancho Cucamonga, California
_____, 2018

DRAFT 11/20/2018

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

DRAFT 11/20/2018

MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION
(A California Nonprofit Public Benefit Corporation)

SUMMARY OF AUDITOR'S RESULTS FOR THE YEAR ENDED JUNE 30, 2018

FINANCIAL STATEMENTS

Type of auditor's report issued:	Unmodified
Internal control over financial reporting:	
Material weakness identified?	No
Significant deficiency identified?	None reported
Noncompliance material to financial statements noted?	No

FEDERAL AWARDS

Internal control over major Federal programs:	
Material weakness identified?	No
Significant deficiency identified?	None reported
Type of auditor's report issued on compliance for major Federal programs:	Unmodified
Any audit findings disclosed that are required to be reported in accordance with Section 200.516(a) of the Uniform Guidance?	No

Identification of major Federal programs:

CFDA Number(s)	Name of Federal Program or Cluster
84.010	Title I, Part A, Basic Grants Low Income and Neglected

Dollar threshold used to distinguish between Type A and Type B programs:	$ 750,000
Auditee qualified as low-risk auditee?	Yes

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MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION
(A California Nonprofit Public Benefit Corporation)

FINANCIAL STATEMENT FINDINGS
FOR THE YEAR ENDED JUNE 30, 2018

None reported.

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MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION
(A California Nonprofit Public Benefit Corporation)

FEDERAL AWARDS FINDINGS AND QUESTIONED COSTS FOR THE YEAR ENDED JUNE 30, 2018

None reported.

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MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION
(A California Nonprofit Public Benefit Corporation)

SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS FOR THE YEAR ENDED JUNE 30, 2018

There were no audit findings reported in the prior year.

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Governing Board
Magnolia Educational & Research Foundation
(A California Nonprofit Public Benefit Corporation)
Los Angeles, California

In planning and performing our audit of the financial statements of Magnolia Educational & Research Foundation (MERF) for the year ended June 30, 2018, we considered its internal control structure in order to determine our auditing procedures for the purpose of expressing our opinion on the financial statements and not to provide assurance on the internal control structure.

We are pleased to report there are no matters to note for the year ended June 30, 2018.

Rancho Cucamonga, California
_____, 2018

DRAFT 11/14/2018

MAGNOLIA SCIENCE ACADEMY
(A California Nonprofit Public Benefit Corporation)

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INDEPENDENT AUDITOR'S REPORT

Governing Board of Directors
Magnolia Science Academy
(A California Nonprofit Public Benefit Corporation)
Reseda, California

Report on the Financial Statements

We have audited the accompanying financial statements of Magnolia Science Academy (MSA) (A California Nonprofit Public Benefit Corporation), which are comprised of the statement of financial position as of June 30, 2018 and 2017, and the related statements of activities and cash flows for the years then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards,* issued by the Comptroller General of the United States; and the *2017-2018 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting,* issued by the California Education Audit Appeals Panel as regulations. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to MSA's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of MSA's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

DRAFT 11/14/2018

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of MSA, as of June 30, 2018 and 2017, and the respective changes in financial position and cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Other Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying supplementary information such as the Schedule of Expenditures of Federal Awards, as required by Title 2 U.S. Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards and the other supplementary information as listed on the table of contents are presented for purposes of additional analysis and are not a required part of the financial statements.

The accompanying supplementary information is the responsibility of management, and was derived from, and relates directly to the underlying accounting and other records used to prepare the financial statements. Such information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the Schedule of Expenditures of Federal Awards and other accompanying supplementary information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated _____, 2018, on our consideration of MSA's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of MSA's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering MSA's internal control over financial reporting and compliance.

Rancho Cucamonga, California
_____, 2018

DRAFT 11/14/2018

MAGNOLIA SCIENCE ACADEMY
(A California Nonprofit Public Benefit Corporation)

STATEMENT OF FINANCIAL POSITION
(With comparative financial information at June 30, 2017)

JUNE 30, 2018

	2018	2017
ASSETS		
Current Assets:		
Cash and cash equivalents	$ 2,044,087	$ 1,311,426
Accounts receivable	1,349,175	878,726
Intra-company receivable	588,400	472,932
Prepaid expenses and other current assets	260,679	280,865
Total Current Assets	4,242,341	2,943,949
Non-Current Assets:		
Investments in LLC	161,923	-
Fixed assets	1,489,734	4,731,515
Less: accumulated depreciation	(665,047)	(892,019)
Total Non-Current Assets	986,610	3,839,496
Total Assets	$ 5,228,951	$ 6,783,445
LIABILITIES		
Current Liabilities:		
Accounts payable and accruals	$ 267,565	$ 361,845
Intra-company payable	149,542	235,325
Current portion of long-term obligation	-	2,800,000
Total Current Liabilities	417,107	3,397,170
NET ASSETS		
Unrestricted	4,446,128	3,220,044
Designated	365,716	166,231
Total Net Assets	4,811,844	3,386,275
Total Liabilities and Net Assets	$ 5,228,951	$ 6,783,445

The accompanying notes are an integral part of these financial statements.

DRAFT 11/14/2018

MAGNOLIA SCIENCE ACADEMY
(A California Nonprofit Public Benefit Corporation)

STATEMENT OF ACTIVITIES
(With comparative financial information at June 30, 2017)

FOR THE YEAR ENDED JUNE 30, 2018

	2018	2017
CHANGES IN UNRESTRICTED NET ASSETS		
Unrestricted revenues:		
State apportionments	$ 5,502,695	$ 5,303,302
Federal revenue	980,659	877,014
Other State revenue	1,589,193	1,303,726
Local revenue	175,333	170,676
Total Revenues	8,247,880	7,654,718
EXPENSES		
Program services:		
Salaries and benefits	3,015,806	3,072,266
Student services	151,514	251,718
Materials and supplies	63,887	214,078
Student nutrition	238,193	261,320
Other expenses	90,337	171,166
Subtotal	3,559,737	3,970,548
Management and general:		
Salaries and benefits	$ 753,952	$ 768,066
Depreciation	6,361	146,154
Management fee	1,095,870	1,055,710
Occupancy	982,094	571,057
Operating expenses	378,797	744,118
Interest	45,500	173,203
Subtotal	3,262,574	3,458,308
Total Expenses	6,822,311	7,428,856
CHANGE IN UNRESTRICTED NET ASSETS	1,425,569	225,862
NET ASSETS, BEGINNING OF YEAR	3,386,275	3,160,413
NET ASSETS, END OF YEAR	$ 4,811,844	$ 3,386,275

The accompanying notes are an integral part of these financial statements.

DRAFT 11/14/2018

MAGNOLIA SCIENCE ACADEMY
(A California Nonprofit Public Benefit Corporation)

STATEMENT OF CASH FLOWS
(With comparative financial information at June 30, 2017)

FOR THE YEAR ENDED JUNE 30, 2018

	2018	2017
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in unrestricted net assets	$ 1,425,569	$ 225,862
Adjustments to reconcile change in net assets to net cash provided (used) by operating activities:		
Depreciation expense	6,361	146,154
Changes in operating assets and liabilities:		
(Increase) Decrease in assets		
Accounts receivable	(470,449)	(438,707)
Intra-company receivable	(115,468)	(472,932)
Prepaid expenses and other current assets	20,186	(280,865)
Cash received for security deposits - net	-	39,035
Increase (Decrease) in liabilities		
Accounts payable and accruals	(94,280)	296,932
Intra-company payable	(85,783)	235,325
Net Cash Provided (Used) by Operating Activities	686,136	(249,196)
CASH FLOWS FROM INVESTING ACTIVITIES		
Capital contribution in LLC's	(161,923)	-
Capital expenditures	3,008,448	(2,977,092)
Net Cash Provided (Used) by Investing Activities	2,846,525	(2,977,092)
CASH FLOWS FROM FINANCING ACTIVITIES		
Loan Proceeds	-	2,800,000
Loan principal payments	(2,800,000)	-
Net Cash Provided (Used) by Investing Activities	(2,800,000)	2,800,000
NET CHANGE IN CASH	732,661	(426,288)
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	1,311,426	1,737,714
CASH AND CASH EQUIVALENTS, END OF YEAR	$ 2,044,087	$ 1,311,426
Supplemental cash flow disclosure:		
Cash paid during the period for interest	$ 45,500	$ 173,203

The accompanying notes are an integral part of these financial statements.

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MAGNOLIA SCIENCE ACADEMY
(A California Nonprofit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2018

NOTE 1 - ORGANIZATION AND MISSION

Magnolia Science Academy

Charter school number authorized by the State: 0438

Magnolia Science Academy (MSA) is a charter school located in Reseda, California that provides sixth through twelfth grade education to approximately 537 students. MSA was created under the approval of the Los Angeles Unified School District and the California State Board of Education, and receives public per-pupil funding to help support their operation. Los Angeles County Office of Education approved a new charter agreement in 2016 for a period of five years ending in 2022. MSA is economically dependent on Federal and State funding.

Magnolia Educational and Research Foundation

MSA is an integral part of Magnolia Educational and Research Foundation (Foundation), which also serves as MSA's Charter School Management Organization (CMO) that manages MSA's nonacademic operation such as financial, general administration, and human resource management. MSA's financial statements are included in the consolidated financial statements of Magnolia Educational and Research Foundation.

Administrative support provided to the individual schools and accounted for separately within the financial statements. School support uses a tier expense allocation structure based on student enrollment to calculate expenses to be charged out on each charter school.

MPM Sherman Way, LLC

The Foundation has the following consolidated affiliates (where the Foundation is the sole member) that were formed to provide assistance with funding capital improvement on behalf of the Foundation's activities: MPM Sherman Way LLC, a California limited liability company.

Other Related Entities

Joint Powers Agency and Risk Management Pools - MSA is associated with the California Charter Schools Joint Powers Authority (CCS-JPA) *dba* CharterSAFE. CharterSAFE does not meet the criteria for inclusion as a component unit of MSA. Additional information is presented in Note 14 to the financial statements.

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MAGNOLIA SCIENCE ACADEMY
(A California Nonprofit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2018

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The significant policies followed by MSA are described below to enhance the financial statements.

Financial Statement Presentation

MSA is required to report information about its financial position and activities in three classes of net assets: unrestricted, temporarily restricted, and permanently restricted net assets. MSA had no temporarily or permanently restricted net assets, as of June 30, 2018 and 2017, respectively. In addition, MSA is required to present a Statement of Cash Flows.

Accounting Method - Basis of Accounting

The financial statements were prepared on the accrual basis in accordance with the AICPA's Audit and Accounting Guide, Not-for-Profit Organizations accounting principles generally accepted in the United States of America as applicable to not-for-profit organizations. Basis of accounting refers to when revenues and expenses are recognized in the accounts and reported on the financial statements. Basis of accounting relates to the timing of measurement made, regardless of the measurement focus applied. MSA uses the accrual basis of accounting. Revenues are recognized when they are earned and expenses are recognized in the accounting period in which the liability is incurred.

Revenue Recognition

Contributions received are recorded as unrestricted, temporarily restricted, or permanently restricted depending upon the existence and/or nature of any donor restrictions.

All donor-restricted contributions are recorded as increases in temporarily or permanently restricted net assets depending on the nature of the restriction. When a restriction expires, either by the passage of time or the purpose is satisfied, the temporarily restricted net assets are reclassified to unrestricted net assets and reported in the Statement of Activities as "net assets released from restrictions." During 2017-2018, MSA did not receive any donor-restricted contributions.

Income Taxes

MSA is operated by MERF a non-profit public benefit corporation that is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code and classified by the Internal Revenue Service as other than a private foundation and qualifies for deductible contributions as provided in Section 170(b) (1) (A) (vi). It is also exempt from State franchise and income taxes under Section 23701(d) of the California Revenue and Taxation Code. Accordingly, no provision for income taxes has been reflected in these financial statements. Income tax returns for 2014 and forward may be audited by regulatory agencies; however, MSA is not aware of any such actions at this time.

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MSA has adopted Financial Accounting Standards Board (FASB) Accounting Standards Codification (ASC) Topic 740 that clarifies the accounting for uncertainty in tax positions taken or expected to be taken on a tax return and provides that the tax effects from an uncertain tax position can be recognized in the financial statements only if, based on its merits, the position is more likely than not to be sustained on audit by the taxing authorities. Management believes that all tax positions taken to date are highly certain, and, accordingly, no accounting adjustment has been made to the financial statements.

Cash and Cash Equivalents

For purposes of the Statement of Cash Flows, MSA considers all highly liquid investments available for current use with an initial maturity of three months or less to be cash equivalents.

Accounts Receivable

Accounts receivable are stated at the amount management expects to collect from the outstanding balance. Management provides an analysis of the probable collection of the accounts through a provision for bad debt expense and an adjustment to a valuation allowance. At June 30, 2018 and 2017, management had determined that all accounts receivable are fully collectible, and no allowance for bad debts has been established.

Prepaid Expenses

Prepaid expenses represent amounts paid in advance of receiving goods or services. MSA has reported prepaid items either when purchased or during the benefiting period.

Fixed Assets

All assets with a useful life of greater than one year and costing more than $5,000 will be capitalized and (except for land) will be recorded in the depreciation records. Property and equipment is capitalized at cost or fair market value on the date of receipt in the case of donated property. Depreciation is provided on the straight-line method over the estimated useful lives of the assets ranging from 3 to 10 years. Bulk computer, software, and other technology purchases with an aggregate value of $25,000 or more are captured as fixed assets regardless of individual price of item. In addition, remodeling modifications and replacement costs of integral structural components are only capitalized when such costs incurred exceed $50,000. Leasehold improvements are depreciated over the lease term (including options) or the useful life. Major additions are capitalized, and repairs and maintenance that do not improve or extend the life of the assets are expensed. When assets are sold or retired, their cost and the related accumulated depreciation are removed from the accounts with the resulting gain or loss reflected in the Statement of Activities. Depreciation expense for the year ended June 30, 2018 and 2017, was $6,361 and $146,154, respectively.

Deferred Revenue

Deferred revenue arises when resources are received by MSA prior to the incurrence of qualifying expenditures. In subsequent periods, when the obligation in which the resources were received are met, or when MSA have a legal claim to the resources, the liability for deferred revenue is removed from the Statement of Net Assets and revenue is recognized.

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Donated Services, Goods, and Facilities

A substantial number of volunteers have donated their time and experience to MSA' program services and fundraising campaigns during the year. However, these donated services are not reflected in the financial statements since there is no readily determined method of valuing the services.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities, and disclosure of contingent assets and liabilities, at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates. Significant estimates include the value of the beneficial interest in a charitable remainder trust.

Net Asset Classes

Magnolia Science Academy is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted, temporarily restricted and permanently restricted.

Net assets of MSA consist of the following:

Unrestricted - All resources over which the governing board has discretionary control to use in carrying on the general operations of MSA.

Temporarily restricted - These net assets are restricted by donors to be used for specific purposes. MSA does not have temporarily restricted net assets.

Permanently restricted - These net assets are permanently restricted by donors and cannot be used by the school. MSA does not have permanently restricted net assets.

Unrestricted/Designated Net Assets

Designations of the ending net assets indicate tentative plans for financial resource utilization in a future period. As of June 30, 2018 and 2017, MSA has $365,716 and $166,231, respectively, designated balance for California Clean Energy Jobs Act and Educator Effectiveness and College Readiness.

Intra-company Receivable/Payable

Intra-company receivable/payable results from a net cumulative difference between resources provided by the Foundation to MSA and reimbursement for those resources.

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New Accounting Pronouncements

In February 2016, FASB issued Accounting Standards Update (ASU) 2016-02, *Leases* (ASU 2016-02). ASU 2016-02 requires a lessee to recognize a lease asset representing its right to use the underlying asset for the lease term, and a lease liability for the payments to be made to lessor, on its statement of financial position for all operating leases greater than 12 months. ASU 2016-02 will be effective for fiscal years, and interim periods within those fiscal years, beginning after December 15, 2019. Although the full impact of this Update on the Organization's financial statements has not yet been determined, the future adoption of this guidance will require the Organization to record assets and liabilities on its statement of financial position relating to facility and other leases currently being accounted for as operating leases (see Note 11).

In August 2016, the FASB issued ASU No. 2016-14, *Not-for-Profit Entities (Topic 958): Presentation of Financial Statements of Not-for-Profit Entities* (ASU 2016-14). ASU 2016-14 change presentation and disclosure requirements for not-for-profit entities to provide more relevant information about their resources (and the changes in those resources) to donors, grantors, creditors, and other users. These include qualitative and quantitative requirements in the following areas: (1) net asset classes; (2) investment return; (3) expenses; (4) liquidity and availability of resources; and (5) presentation of operating cash flows. ASU 2016-14 will be effective for annual financial statements issued for fiscal years beginning after December 15, 2017, and for interim periods within fiscal years beginning after December 15, 2018. Early application of the amendments is permitted. The Organization has not yet completed its assessment of the impact of this guidance on its financial statements. Under this guidance, the Organization will be required to present two classes of net assets (net assets with donor restrictions and net assets without donor restrictions) and changes in each of these two classes, on the face of the statement of financial position and statement of activities, respectively, rather than the current required three classes (unrestricted, temporarily restricted, and permanently restricted).

NOTE 3 - CASH

Cash at June 30, 2018 and 2017, consisted of the following:

	June 30, 2018		June 30, 2017	
	Reported Amount	Bank Balance	Reported Amount	Bank Balance
Deposits				
Cash on hand and in banks	$ 2,044,087	$ 2,188,763	$ 1,311,426	$ 1,412,747

Cash balances held in banks are insured up to $250,000 by the Federal Depository Insurance Corporation (FDIC). MSA maintains its cash in bank deposit accounts that at times may exceed federally insured limits. MSA has not experienced any losses in such accounts. At June 30, 2018 and 2017, MSA had a balance of $2,153,528 and $1,376,354, respectively, in excess of FDIC insured limits. Management believes MSA is not exposed to any significant risk related to cash.

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MAGNOLIA SCIENCE ACADEMY
(A California Nonprofit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2018

NOTE 4 - ACCOUNTS RECEIVABLE

Accounts receivable at June 30, 2018 and 2017, consisted of the following:

	2018	2017
State principal apportionment	$ 388,547	$ 347,155
Due from other agencies	-	3,284
Federal receivable	160,149	360,441
State receivable	748,648	112,034
Lottery	51,831	46,655
Local receivable	-	9,157
Total Accounts Receivable	$ 1,349,175	$ 878,726

NOTE 5 - INTRA–COMPANY RECEIVABLE

The June 30, 2018, intra-company receivable results from a net cumulative difference between resources provided by Magnolia Educational and Research Foundation (Foundation) to MSA and reimbursement for those resources from MSA to the Foundation, and cash transfers for cash flow purposes. MSA and the Foundation are related because they are the same legal entity; share the same tax identification number, governed by the same board of directors and share key management personnel. At June 30, 2018 and 2017, MSA had an intra-company receivable balance of $588,400 and $472,932, respectively, from the Foundation.

NOTE 6 - PREPAID EXPENSES AND SECURITY DEPOSITS

Prepaid expenses at June 30, 2018 and 2017, consisted of the following:

	2018	2017
Prepaid rent, security deposits, insurance, and miscellaneous vendors	$ 260,679	$ 280,865

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MAGNOLIA SCIENCE ACADEMY
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NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2018

NOTE 7 - FIXED ASSETS

Fixed assets at June 30, 2018 and 2017, consisted of the following:

	2018	2017
Building	$ -	$ 2,800,000
Computer and equipment	422,141	283,867
Land	-	1,000,000
Building improvements	374,818	647,648
Work in progress	692,775	692,775
Subtotal	1,489,734	5,424,290
Less: accumulated depreciation	(665,047)	(892,019)
Total Fixed Assets	$ 824,687	$ 4,532,271

During the year ended June 30, 2018 and 2017, $6,361 and $146,154, respectively, was charged to depreciation expense.

NOTE 8 - ACCOUNTS PAYABLE AND ACCRUALS

Accounts payable at June 30, 2018 and 2017, consisted of the following:

	2018	2017
Salaries and benefits	$ 94,591	$ 77,720
Vendor payables	64,974	275,408
Due to other agencies	108,000	8,717
Total Accounts Payable	$ 267,565	$ 361,845

NOTE 9 - INTRA-COMPANY PAYABLE

The June 30, 2018, intra-company payable results from a net cumulative difference between resources provided by Magnolia Educational and Research Foundation (Foundation) to MSA and reimbursement for those resources from MSA to the Foundation, and cash transfers for cash flow purposes. MSA and the Foundation are related because they are the same legal entity; share the same tax identification number, governed by the same board of directors and share key management personnel. At June 30, 2018 and 2017, MSA had an intra-company payable balance of $149,542 and $235,325, respectively, from the Foundation.

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MAGNOLIA SCIENCE ACADEMY
(A California Nonprofit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2018

NOTE 10 - LONG–TERM OBLIGATIONS

Debt Service Coverage and Cash Days on Hand

Under the current bonding agreement, the Lessee or Magnolia Educational and Research Foundation (MERF) is required to maintain a Debt Service Coverage Ratio of 1.10 to 1.00 and Cash Days on Hand of 45 days.

The Debt Service Coverage Ratio is calculated by dividing the Combined Net Income Available for Debt Service from Magnolia Science Academy (MSA) by the Maximum Annual Debt Service for all outstanding indebtedness. As of June 30, 2018, MSA had a 2.56Debt Service Coverage Ratio and was in compliance with the 1.10 to 1.00 required ratio.

Debt Service Coverage

Net Income	$ 1,425,567
Depreciation	6,361
Rent	916,260
Income Available for Coverage	2,348,188
Debt Service	916,260
Debt Service Coverage	**2.56**
Limit	1.10
Compliance	Yes

The Days Cash on Hand is calculated by reducing non-cash expenses from total expenses and divided by 365 days. As of June 30, 2018, MSA had 113 days cash on hand and was in compliance with the 45 days required.

Days Cash on Hand

Total Expenses	$ 6,599,203
Depreciation	6,361
Cash Expenses	6,592,842
Expense/Day	18,062.58
Cash	2,044,087
Days Cash on Hand	**113**
Limit	45
Compliance	Yes

Purpose: To ensure that the charter is in compliance with the debt covenants.

Procedure: The auditor obtained the covenant calculation from Brock Atar (Senior Financial Analyst) and footed for accuracy check tied to the Balance sheet and Income Statement.

Conclusion: Based on the procedure performed the auditor determined that the charter is in conjunction with the debt covenants.

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MAGNOLIA SCIENCE ACADEMY
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NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2018

NOTE 11 - OPERATING LEASES

Magnolia Science Academy entered into a lease agreement with MPM Sherman Way LLC, a California limited liability company on June 1, 2014 and August 1, 2017 for the refinancing of the acquisition and construction of charter school facilities under the Series 2014 and 2017 Loans for property located at 18238 Sherman Way, Reseda, California. The 2014 and 2017 loans are in relations to California School Finance Authority School Facility Revenue Bonds (Magnolia Science Academy-1, Reseda Project) Series 2014A and Series 2014B (Taxable) and (Magnolia Public Schools- Obligated Group) Draw Down Series 2017, respectively. Monthly payments shall begin September 25, 2017 and the lease expires on June 25, 2044. Lease payments during 2017-2018 were $ 916,260.

The future minimum lease commitments are as follows:

Fiscal Year	Facility Lease Payment
2019	$ 1,291,901
2020	1,295,589
2021	1,295,476
2022	1,297,781
2023	1,302,336
Thereafter	28,563,252
Total	$35,046,335

NOTE 12 - RELATED PARTY TRANSACTIONS

MSA is part of the Foundation. MSA pays the Foundation management fees for services received. The amount is calculated based on management assessment. Management fees paid to the Foundation for fiscal years ended June 30, 2018 and 2017, were $1,095,870 and $1,055,710, respectively.

NOTE 13 - EMPLOYEE RETIREMENT SYSTEMS

Qualified employees are covered under multiple-employer defined benefit pension plans maintained by agencies of the State of California. Academic employees are members of the California State Teachers' Retirement System (CalSTRS) and classified employees are members of the California Public Employees' Retirement System (CalPERS).

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The risks of participating in these multi-employer defined benefit pension plans are different from single-employer plans because: (a) assets contributed to the multi-employer plan by one employer may be used to provide benefits to employees of other participating employers, (b) the required member, employer, and State contribution rates are set by the California Legislature, and (c) if MSA chooses to stop participating in the multi-employer plan, it may be required to pay a withdrawal liability to the plan. MSA has no plans to withdraw from this multi-employer plan.

The details of each plan are as follows:

California State Teachers' Retirement System (CalSTRS)

Plan Description

MSA contributes to the State Teachers Retirement Plan (STRP) administered by the California State Teachers' Retirement System (CalSTRS). STRP is a cost-sharing multiple-employer public employee retirement system defined benefit pension plan. Benefit provisions are established by State statutes, as legislatively amended, within the State Teachers' Retirement Law. According to the most recently available Comprehensive Annual Financial Report and Actuarial Valuation Report for the year ended June 30, 2017, total actuarial value of assets are $180 billion, the actuarial obligation is $287 billion, contributions from all employers totaled $4.0 billion, and the plan is 62.6 percent funded.

A full description of the pension plan regarding benefit provisions, assumptions (for funding, but not accounting purposes), and membership information is listed in the June 30, 2017, annual actuarial valuation report, Defined Benefit Program Actuarial Valuation. This report and CalSTRS audited financial information are publically available reports that can be found on the CalSTRS website under Publications at: http://www.calstrs.com/member-publications.

Benefits Provided

The STRP provides retirement, disability and survivor benefits to beneficiaries. Benefits are based on members' final compensation, age and years of service credit. Members hired on or before December 31, 2012, with five years of credited service are eligible for the normal retirement benefit at age 60. Members hired on or after January 1, 2013, with five years of credited service are eligible for the normal retirement benefit at age 62. The normal retirement benefit is equal to 2.0 percent of final compensation for each year of credited service.

The STRP is comprised of four programs: Defined Benefit Program, Defined Benefit Supplement Program, Cash Balance Benefit Program and Replacement Benefits Program. The STRP holds assets for the exclusive purpose of providing benefits to members and beneficiaries of these programs. CalSTRS also uses plan assets to defray reasonable expenses of administering the STRP. Although CalSTRS is the administrator of the STRP, the State is the sponsor of the STRP and obligor of the trust. In addition, the State is both an employer and nonemployer contributing entity to the STRP.

MSA contributes exclusively to the STRP Defined Benefit Program, thus disclosures are not included for the other plans.

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The STRP provisions and benefits in effect at June 30, 2018, are summarized as follows:

	STRP Defined Benefit Program	
Hire date	On or before	On or after
Benefit formula	2% at 60	2% at 62
Benefit vesting schedule	5 years of service	5 years of service
Benefit payments	Monthly for life	Monthly for life
Retirement age	60	62
Monthly benefits as a percentage of eligible compensation	2.0% - 2.4%	2.0% - 2.4%
Required employee contribution rate	10.25%	9.205%
Required employer contribution rate	14.43%	14.43%
Required state contribution rate	9.328%	9.328%

Contributions

Required member, Charter School and State of California contributions rates are set by the California Legislature and Governor and detailed in Teachers' Retirement Law. The contributions rates are expressed as a level percentage of payroll using the entry age normal actuarial method. In accordance with AB 1469, employer contributions into the CalSTRS will be increasing to a total of 19.1 percent of applicable member earnings phased over a seven year period. The contribution rates for each plan for the year ended June 30, 2018, are presented above and MSA's total contributions were $404,295.

California Public Employees Retirement System (CalPERS)

Plan Description

Qualified employees are eligible to participate in the School Employer Pool (SEP) under the California Public Employees' Retirement System (CalPERS), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalPERS. Benefit provisions are established by State statutes, as legislatively amended, within the Public Employees' Retirement Law. According to the most recently available Actuarial Valuation Report for the year ended June 30, 2016, the Schools Pool total plan assets are $55.8 billion, the total accrued liability is $77.5 billion, contributions from all employers totaled $1.43 billion, and the plan is 71.9 percent funded.

A full description of the pension plan regarding benefit provisions, assumptions (for funding, but not accounting purposes), and membership information is listed in the June 30, 2016, annual actuarial valuation report, Schools Pool Actuarial Valuation, 2016. This report and CalPERS audited financial information are publically available reports that can be found on the CalPERS website under Forms and Publications at:
https://www.calpers.ca.gov/page/forms-publications.

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MAGNOLIA SCIENCE ACADEMY
(A California Nonprofit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2018

Benefits Provided

CalPERS provides service retirement and disability benefits, annual cost of living adjustments and death benefits to plan members, who must be public employees and beneficiaries. Benefits are based on years of service credit, a benefit factor and the member's final compensation. Members hired on or before December 31, 2012, with five years of total service are eligible to retire at age 50 with statutorily reduced benefits. Members hired on or after January 1, 2013, with five years of total service are eligible to retire at age 52 with statutorily reduced benefits. All members are eligible for non-duty disability benefits after five years of service. The Basic Death Benefit is paid to any member's beneficiary if the member dies while actively employed. An employee's eligible survivor may receive the 1957 Survivor Benefit if the member dies while actively employed, is at least age 50 (or 52 for members hired on or after January 1, 2013), and has at least five years of credited service. The cost of living adjustments for each plan are applied as specified by the Public Employees' Retirement Law.

The CalPERS provisions and benefits in effect at June 30, 2018, are summarized as follows:

	School Employer Pool (CalPERS)	
Hire date	December 31,	January 1, 2013
Benefit formula	2% at 55	2% at 62
Benefit vesting schedule	5 years of service	5 years of service
Benefit payments	Monthly for life	Monthly for life
Retirement age	55	62
Monthly benefits as a percentage of eligible compensation	1.1% - 2.5%	1.0% - 2.5%
Required employee contribution rate	7.00%	6.5%
Required employer contribution rate	15.531%	15.531%

Contributions

Section 20814(c) of the California Public Employees' Retirement Law requires that the employer contribution rates for all public employers be determined on an annual basis by the actuary and shall be effective on the July 1 following notice of a change in the rate. Total plan contributions are calculated through the CalPERS annual actuarial valuation process. The actuarially determined rate is the estimated amount necessary to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability. MSA is required to contribute the difference between the actuarially determined rate and the contribution rate of employees. The contributions rates are expressed as percentage of annual payroll. The contribution rates for each plan for the year ended June 30, 2018, are presented above and the total Charter School contributions were $73,135.

On Behalf Payments

The State of California makes contributions to CalSTRS on behalf of the School. These payments consist of State General Fund contributions to CalSTRS in the amount of $218,863 (9.328 percent of salaries subject to CalSTRS). Under accounting principles generally accepted in the United States of America, these amounts are to be reported as revenues and expenditures. Accordingly, these amounts have been recorded in these financial statements.

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NOTE 14 - PARTICIPATION IN JOINT POWERS AUTHORITY

MSA are a participant in the California Charter Schools Joint Powers Authority (CCS-JPA) *dba* CharterSAFE for risk management services for workers' compensation and charter school liability insurance. The relationship between MSA and CharterSAFE is such that CharterSAFE is not considered a component unit of MSA for financial reporting purposes.

CharterSAFE has budgeting and financial reporting requirements independent of member units and CharterSAFE's financial statements are not presented in these financial statements; however, transactions between CharterSAFE and MSA are included in these statements. Audited financial statements for CharterSAFE were not available for fiscal year 2017-2018 at the time this report was issued. However, financial statements should be available from the respective agency.

During the year ended June 30, 2018 and 2017, MSA made payments of $61,724 and $33,177, respectively, to CharterSAFE for services received. At June 30, 2018 and 2017, MSA had no recorded accounts receivable or accounts payable to CharterSAFE.

NOTE 15 - CONTINGENCIES

Grants

MSA has received State and Federal funds for specific purposes that are subject to review and audit by the grantor agencies. The LAUSD Office of Inspector General has been in the process of reviewing prior year's activity. Per the LAUSD Office of Inspector General letter dated November 6, 2017, "unless the Office of Inspector General receives new information or is directed otherwise by the Board, the Office of Inspector General will not be moving forward on this matter at this time". Although such audits could generate disallowances under terms of the grants, it is believed that any reimbursement, if required, would not be material.

Litigation

Magnolia Science Academy is not currently a party to any legal proceedings.

NOTE 16 - SUBSEQUENT EVENTS

MSA's management has evaluated events or transactions that may occur for potential recognition or disclosure in the financial statements through _____, 2018, which is the date the financial statements were available to be issued. Management has determined that there were no subsequent events or transactions, other than those noted below, that would have a material impact on the current year financial statements.

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SUPPLEMENTARY INFORMATION

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MAGNOLIA SCIENCE ACADEMY
(A California Nonprofit Public Benefit Corporation)

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
JUNE 30, 2018

Federal Grantor/Pass-Through Grantor/Program	CFDA Number	Pass-Through Entity Identifying Number	Program Expenditures
U.S. DEPARTMENT OF EDUCATION			
Passed through California Department of Education (CDE):			
Special Education:			
Title I, Part A, Basic Grants Low Income and Neglected	84.010	14981	235,579
Title I, Part G: Advanced Placement (AP) Test Fee Reimbursement Program	84.330	14831	26,218
Title II, Part A, Improving Teacher Quality Local Grants	84.367	14341	65,612
Title III, Limited English Proficient (LEP) Student Program	84.365	14346	414
State Charter School Facilities Incentive Grants	84.242D	[1]	355,411
Section 611	84.027	13379	69,887
Total U.S. Department of Education			753,121
U.S. DEPARTMENT OF AGRICULTURE			
Passed through California Department of Education (CDE):			
Child Nutrition Cluster:			
Especially Needy Breakfast	10.553	13526	75,295
National School Lunch Program	10.555	13524	147,998
Food Distribution	10.555	13524	4,245
Total Child Nutrition Cluster			227,538
Total U.S. Department of Agriculture			227,538
Total Federal Programs			$ 980,659

[1] Pass-Through Entity Identifying Number not available

See accompanying note to supplementary information.

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MAGNOLIA SCIENCE ACADEMY
(A California Nonprofit Public Benefit Corporation)

LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE
JUNE 30, 2018

ORGANIZATION

Magnolia Science Academy (Charter Number 0438) was granted on December 20, 2016, by the Los Angeles County of Education. MSA operates one school, grades six through twelve.

BOARD OF DIRECTORS

MEMBER	OFFICE	TERM EXPIRES
Mr. Saken Sherkhanov	President	December 11, 2018
Rabbi Haim Beliak	Vice-Chair	February 8, 2022
Dr. Charlotte Brimmer	Director	August 10, 2022
Ms. Sandra Covarrubias	Director/Parent	August 10, 2022
Dr. Salih Dikbas	Director	December 10, 2019
Mr. Shohrat Geldiyev	Director	March 11, 2020
Mrs. Diane Gonzalez	Director	December 10, 2019
Mr. Serdar Orazov	Director	September 9, 2020
Dr. Umit Yapanel	Director	October 11, 2022

ADMINISTRATION

Alfredo Rubalcava[1]	Chief Executive Officer, Superintendent
Caprice Young, Ed.D[2].	Chief Executive Officer, Superintendent
Nanie Montijo	Chief Financial Officer

[1] Effective July 1, 2018
[2] Resigned June 30, 2018

See accompanying note to supplementary information.

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MAGNOLIA SCIENCE ACADEMY
(A California Nonprofit Public Benefit Corporation)

SCHEDULE OF AVERAGE DAILY ATTENDANCE FOR THE YEAR ENDED JUNE 30, 2018

	Final Report	
	Second Period Report	Annual Report
Regular ADA		
Sixth	85.05	84.62
Seventh and eighth	163.26	163.74
Ninth through twelfth	274.54	273.37
Total Regular ADA	522.85	521.73
Classroom based ADA		
Sixth	85.05	84.62
Seventh and eighth	163.26	163.74
Ninth through twelfth	274.54	273.37
Total Classroom based ADA	522.85	521.73

MSA did not operate a non-classroom based instruction program.

See accompanying note to supplementary information.

DRAFT 11/14/2018

MAGNOLIA SCIENCE ACADEMY
(A California Nonprofit Public Benefit Corporation)

SCHEDULE OF INSTRUCTIONAL TIME
FOR THE YEAR ENDED JUNE 30, 2018

Grade Level	1986-87 Minutes Requirement	2017-18 Actual Minutes	Number of Days		Status
			Traditional Calendar	Multitrack Calendar	
Grades 6 - 8	54,000				
Grade 6		66,165	180	N/A	Complied
Grade 7		66,165	180	N/A	Complied
Grade 8		66,165	180	N/A	Complied
Grades 9 - 12	64,800				
Grade 9		66,165	180	N/A	Complied
Grade 10		66,165	180	N/A	Complied
Grade 11		66,165	180	N/A	Complied
Grade 12		66,165	180	N/A	Complied

See accompanying note to supplementary information.

DRAFT 11/14/2018

MAGNOLIA SCIENCE ACADEMY
(A California Nonprofit Public Benefit Corporation)

RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED FINANCIAL STATEMENTS FOR THE YEAR ENDED JUNE 30, 2018

Summarized below are net assets reconciliations between the Unaudited Actual Financial Report and the audited financial statements.

NET ASSETS	
Net Assets, June 30, 2018, Unaudited Actuals	$ 4,811,844
Increase (Decrease) in:	
Accounts Receivable	(1,232,592)
Intra-company receivable	588,400
Prepaid expenses and other current assets	258,995
Investment in LLC	161,923
Fixed assets	354,192
(Increase) Decrease in:	
Accounts payable and accruals	18,624
Intra-company payable	(149,542)
Net Assets, June 30, 2018, Audited Financial Statement	$ 4,811,844

See accompanying note to supplementary information.

DRAFT 11/14/2018

MAGNOLIA SCIENCE ACADEMY
(A California Nonprofit Public Benefit Corporation)

NOTE TO SUPPLEMENTARY INFORMATION
JUNE 30, 2018

NOTE 1 - PURPOSE OF SUPPLEMENTARY SCHEDULES

Schedule of Expenditures of Federal Awards

The accompanying Schedule of Expenditures of Federal Awards includes the Federal grant activity of MSA and is presented on the accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance). Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of, the financial statements. MSA has not elected to use the ten percent de minimis cost rate as covered in Section 200.414 Indirect (F&A) costs of the Uniform Guidance.

Local Education Agency Organization Structure

This schedule provides information about the schools operated, members of the governing board, and members of the administration.

Schedule of Average Daily Attendance

Average daily attendance (ADA) is a measurement of the number of pupils attending classes of MSA. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of State funds are made to local education agencies. This schedule provides information regarding the attendance of students.

Schedule of Instructional Time

This schedule presents information on the amount of instructional time offered by MSA and whether MSA complied with the provisions of *Education Code* Sections 47612 and 47612.5, if applicable.

MSA must maintain their instructional minutes at the 1986-87 requirements, as required by *Education Code* Section 47612.5.

Reconciliation of Annual Financial Report With Audited Financial Statements

This schedule provides the information necessary to reconcile the net assets of all funds reported on the Unaudited Actual Financial Report to the audited financial statements.

DRAFT 11/14/2018

INDEPENDENT AUDITOR'S REPORTS

DRAFT 11/14/2018

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Governing Board
Magnolia Science Academy
(A California Nonprofit Public Benefit Corporation)
Reseda, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Magnolia Science Academy (MSA) which comprise the statement of financial position as of June 30, 2018 and 2017, and the related statements of activities and cash flows for the fiscal year then ended, and the related notes to the financial statements, and have issued our report thereon dated _____, 2018.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered MSA's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of MSA's internal control. Accordingly, we do not express an opinion on the effectiveness of MSA's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of MSA's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

DRAFT 11/14/2018

Compliance and Other Matters

As part of obtaining reasonable assurance about whether MSA's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

We noted certain matters that we reported to management of MSA in a separate letter dated _____, 2018.

Purpose of This Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of MSA's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering MSA's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Rancho Cucamonga, California
_____, 2018

DRAFT 11/14/2018

INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR EACH MAJOR PROGRAM AND REPORT ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE
(*Unmodified Opinion on Compliance for Each Major Program; No Material Weaknesses or Significant Deficiencies in Internal Control Over Compliance Identified*)

Governing Board
Magnolia Science Academy
(A California Nonprofit Public Benefit Corporation)
Reseda, California

Report on Compliance for Each Major Federal Program

We have audited Magnolia Science Academy's compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of Magnolia Science Academy's (MSA) major Federal programs for the year ended June 30, 2018 and 2017. Magnolia Science Academy's major Federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with the federal statutes, regulations, and the terms and conditions of its Federal awards applicable to its Federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of Magnolia Science Academy's major Federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major Federal program occurred. An audit includes examining, on a test basis, evidence about Magnolia Science Academy's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major Federal program. However, our audit does not provide a legal determination of Magnolia Science Academy's compliance.

DRAFT 11/14/2018

Opinion on Each Major Federal Program

In our opinion, Magnolia Science Academy complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major Federal programs for the year ended June 30, 2018.

Report on Internal Control Over Compliance

Management of Magnolia Science Academy is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered Magnolia Science Academy's internal control over compliance with the types of requirements that could have a direct and material effect on each major Federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major Federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of Magnolia Science Academy's internal control over compliance.

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a Federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a Federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a Federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Rancho Cucamonga, California
_____, 2018

DRAFT 11/14/2018

INDEPENDENT AUDITOR'S REPORT ON STATE COMPLIANCE

Governing Board
Magnolia Science Academy
(A California Nonprofit Public Benefit Corporation)
Reseda, California

Report on State Compliance

We have audited Magnolia Science Academy's (MSA) compliance with the types of compliance requirements as identified in the *2017-2018 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* that could have a direct and material effect on each of MSA's State government programs as noted below for the year ended June 30, 2018.

Management's Responsibility

Management is responsible for compliance with the requirements of State laws, regulations, and the terms and conditions of its State awards applicable to its State programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance of each of MSA's State programs based on our audit of the types of compliance requirements referred to above. We conducted our audit in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the *2017-2018 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. These standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the compliance requirements referred to above that could have a material effect on the applicable government programs noted below. An audit includes examining, on a test basis, evidence about MSA's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinions. Our audit does not provide a legal determination of MSA's compliance with those requirements.

Unmodified Opinion

In our opinion, MSA complied, in all material respects, with the compliance requirements referred to above that are applicable to the government programs noted below that were audited for the year ended June 30, 2018.

DRAFT 11/14/2018

In connection with the audit referred to above, we selected and tested transactions and records to determine MSA's compliance with the State laws and regulations applicable to the following items:

	Procedures Performed
LOCAL EDUCATION AGENCIES OTHER THAN CHARTER SCHOOLS	
Attendance	No, see below
Teacher Certification and Misassignments	No, see below
Kindergarten Continuance	No, see below
Independent Study	No, see below
Continuation Education	No, see below
Instructional Time	No, see below
Instructional Materials	No, see below
Ratios of Administrative Employees to Teachers	No, see below
Classroom Teacher Salaries	No, see below
Early Retirement Incentive	No, see below
Gann Limit Calculation	No, see below
School Accountability Report Card	No, see below
Juvenile Court Schools	No, see below
Middle or Early College High Schools	No, see below
K-3 Grade Span Adjustment	No, see below
Transportation Maintenance of Effort	No, see below
Apprenticeship: Related and Supplemental Instruction	No, see below
SCHOOL DISTRICTS, COUNTY OFFICES OF EDUCATION, AND CHARTER SCHOOLS	
Educator Effectiveness	Yes
California Clean Energy Jobs Act	Yes
After/Before School Education and Safety Program:	
General Requirements	Yes
After School	Yes
Before School	No, see below
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control Accountability Plan	Yes
Independent Study - Course Based	No, see below
CHARTER SCHOOLS	
Attendance	Yes
Mode of Instruction	Yes
Non Classroom-Based Instruction/Independent Study for Charter Schools	No, see below
Determination of Funding for Non Classroom-Based Instruction	No, see below
Annual Instruction Minutes Classroom-Based	Yes
Charter School Facility Grant Program	Yes

Programs listed above for local education agencies are not applicable to charter schools; therefore, we did not perform any related procedures.

MSA does not operate a before school program within the After/Before School Education and Safety Program; therefore, we did not perform any related procedures.

DRAFT 11/14/2018

MSA does not operate Independent Study - Course Based instruction; therefore, we did not perform any related procedures.

MSA did not operate Non Classroom-Based Instruction; therefore, we did not perform any procedures related to Non Classroom-Based Instruction/Independent Study for Charter Schools or Determination of Funding for Non Classroom-Based Instruction.

Rancho Cucamonga, California
_____, 2018

DRAFT 11/14/2018

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

DRAFT 11/14/2018

MAGNOLIA SCIENCE ACADEMY
(A California Nonprofit Public Benefit Corporation)

SUMMARY OF AUDITOR'S RESULTS FOR THE YEAR ENDED JUNE 30, 2018

FINANCIAL STATEMENTS

Type of auditor's report issued:	Unmodified
Internal control over financial reporting:	
Material weakness identified?	No
Significant deficiency identified?	None reported
Noncompliance material to financial statements noted?	No

FEDERAL AWARDS

Internal control over major Federal programs:	
Material weakness identified?	No
Significant deficiency identified?	None reported
Type of auditor's report issued on compliance for major Federal programs:	Unmodified
Any audit findings disclosed that are required to be reported in accordance with Section 200.516(a) of the Uniform Guidance	No

Identification of major Federal programs:

CFDA Number(s)	Name of Federal Program or Cluster
84.010	Title I, Basic Grants Low-Income and Neglected

Dollar threshold used to distinguish between Type A and Type B programs:	$ 750,000
Auditee qualified as low-risk auditee?	Yes

STATE AWARDS

Type of auditor's report issued on compliance for programs:	Unmodified

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MAGNOLIA SCIENCE ACADEMY
(A California Nonprofit Public Benefit Corporation)

FINANCIAL STATEMENT FINDINGS
FOR THE YEAR ENDED JUNE 30, 2018

None reported.

DRAFT 11/14/2018

MAGNOLIA SCIENCE ACADEMY
(A California Nonprofit Public Benefit Corporation)

FEDERAL AWARDS FINDINGS AND QUESTIONED COSTS FOR THE YEAR ENDED JUNE 30, 2018

None reported.

DRAFT 11/14/2018

MAGNOLIA SCIENCE ACADEMY
(A California Nonprofit Public Benefit Corporation)

STATE AWARDS FINDINGS AND QUESTIONED COSTS FOR THE YEAR ENDED JUNE 30, 2018

None reported.

DRAFT 11/14/2018

MAGNOLIA SCIENCE ACADEMY
(A California Nonprofit Public Benefit Corporation)

SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS FOR THE YEAR ENDED JUNE 30, 2018

There were no audit findings reported in the prior year.

DRAFT 11/14/2018

Governing Board
Magnolia Science Academy
(A California Nonprofit Public Benefit Corporation)
Reseda, California

In planning and performing our audit of the financial statements of Magnolia Science Academy (MSA), for the year ended June 30, 2018, we considered its internal control structure in order to determine our auditing procedures for the purpose of expressing our opinion on the financial statements and not to provide assurance on the internal control structure.

We are pleased to report there are no matters to note for MSA for the year ended June 30, 2018

Rancho Cucamonga, California
_____, 2018

DRAFT 11/15/2018

MAGNOLIA SCIENCE ACADEMY 2
(A California Nonprofit Public Benefit Corporation)

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INDEPENDENT AUDITOR'S REPORT

Governing Board
Magnolia Science Academy 2
(A California Nonprofit Public Benefit Corporation)
Van Nuys, California

Report on the Financial Statements

We have audited the accompanying financial statements of Magnolia Science Academy 2 (MSA 2) (A California Nonprofit Public Benefit Corporation), which are comprised of the statement of financial position as of June 30, 2018 and 2017, and the related statements of activities and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards,* issued by the Comptroller General of the United States; and the *2017-2018 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting,* issued by the California Education Audit Appeals Panel as regulations. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to MSA 2's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of MSA 2's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

DRAFT 11/15/2018

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of MSA 2, as of June 30, 2018 and 2017, and the changes in its net assets, and its cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Other Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying supplementary information as listed on the table of contents are presented for purposes of additional analysis and are not a required part of the financial statements.

The accompanying supplementary information is the responsibility of management, and was derived from, and relates directly to the underlying accounting and other records used to prepare the financial statements. Such information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion the accompanying supplementary information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated _____, 2018, on our consideration of MSA 2's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of MSA 2's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering MSA 2's internal control over financial reporting and compliance.

Rancho Cucamonga, California
_____, 2018

DRAFT 11/15/2018

FINANCIAL STATEMENTS

DRAFT 11/15/2018

MAGNOLIA SCIENCE ACADEMY 2
(A California Nonprofit Public Benefit Corporation)

STATEMENT OF FINANCIAL POSITION
(With comparative financial information at June 30, 2017)

JUNE 30, 2018

	2018	2017
ASSETS		
Current Assets:		
Cash and cash equivalents	$ 1,094,844	$ 780,732
Accounts receivable	521,854	372,689
Intra-company receivable	62,177	143,253
Prepaid expenses and other current assets	87,263	21,802
Total Current Assets	1,766,138	1,318,476
Non-Current Assets:		
Fixed assets	410,237	384,728
Less: accumulated depreciation	(294,698)	(236,637)
Total Non-Current Assets	115,539	148,091
Total Assets	$ 1,881,677	$ 1,466,567
LIABILITIES		
Current Liabilities:		
Accounts payable and accruals	$ 729,383	$ 553,995
Intra-company payable	75,090	15,486
Total Liabilities	804,473	569,481
NET ASSETS		
Unrestricted	794,352	788,456
Designated	282,852	108,630
Total Net Assets	1,077,204	897,086
Total Liabilities and Net Assets	$ 1,881,677	$ 1,466,567

The accompanying notes are an integral part of these financial statements.

DRAFT 11/15/2018

MAGNOLIA SCIENCE ACADEMY 2
(A California Nonprofit Public Benefit Corporation)

STATEMENT OF ACTIVITIES
(With comparative financial information at June 30, 2017)

FOR THE YEAR ENDED JUNE 30, 2018

	2018	2017
CHANGES IN UNRESTRICTED NET ASSETS		
Unrestricted revenues:		
State apportionments	$ 4,472,148	$ 4,239,354
Federal revenue	489,784	464,894
Other State revenue	825,899	688,822
Local revenue	105,589	100,029
Total Revenues	5,893,420	5,493,099
EXPENSES		
Program services:		
Salaries and benefits	2,667,842	2,690,380
Student services	183,325	258,650
Materials and supplies	70,533	102,589
Student nutrition	222,727	304,100
Other expenses	103,544	116,495
Subtotal	3,247,971	3,472,214
Management and general:		
Salaries and benefits	666,961	672,595
Depreciation	48,000	56,349
Management fee	993,132	953,736
Occupancy	356,041	137,682
Operating expenses	401,197	444,322
Interest	-	67
Subtotal	2,465,331	2,264,751
Total Expenses	5,713,302	5,736,965
CHANGE IN NET ASSETS	180,118	(243,866)
NET ASSETS, BEGINNING OF YEAR	897,086	1,140,952
NET ASSETS, END OF YEAR	$ 1,077,204	$ 897,086

The accompanying notes are an integral part of these financial statements.

DRAFT 11/15/2018

MAGNOLIA SCIENCE ACADEMY 2
(A California Nonprofit Public Benefit Corporation)

STATEMENT OF CASH FLOWS
(With comparative financial information at June 30, 2017)

FOR THE YEAR ENDED JUNE 30, 2018

	2018	2017
CASH FLOWS FROM OPERATING ACTIVITIES		
Increase in unrestricted net assets	$ 180,118	$ (243,866)
Adjustments to reconcile change in net assets to net cash provided (used) by operating activities:		
Depreciation expense	48,000	46,289
Changes in operating assets and liabilities:		
(Increase) Decrease in assets		
Accounts receivable	(149,165)	60,902
Intra-company receivable	81,076	(16,840)
Prepaid expenses and other current assets	(65,461)	(10,943)
Increase (Decrease) in liabilities		
Accounts payable and accruals	175,388	308,547
Intra-company payable	59,604	(302,377)
Net Cash Provided (used) by Operating Activities	329,560	(158,288)
CASH FLOWS FROM INVESTING ACTIVITIES		
Capital expenditures	(15,448)	(10,365)
CASH FLOWS FROM FINANCING ACTIVITIES		
Loan principal payments	-	(25,006)
NET CHANGE IN CASH	314,112	(193,659)
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	780,732	974,391
CASH AND CASH EQUIVALENTS, END OF YEAR	$ 1,094,844	$ 780,732
Supplemental cash flow disclosure:		
Cash paid during the period for interest	$ -	$ 67

The accompanying notes are an integral part of these financial statements.

DRAFT 11/15/2018

MAGNOLIA SCIENCE ACADEMY 2
(A California Non-Profit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2018

NOTE 1 - ORGANIZATION AND MISSION

Magnolia Science Academy 2

Charter school number authorized by the State: 0906

Magnolia Science Academy 2 (MSA 2) is a charter school located in Van Nuys, California that provides sixth through twelfth grade education to approximately 448 students. MSA 2 was created under the approval of the Los Angeles Unified School District (LAUSD) and the California State Board of Education, and receives public per-pupil funding to help support their operation. Los Angeles County Office of Education approved a new charter agreement in 2018 for a period of five years ending in 2022. MSA 2 is economically dependent on Federal and State funding. Magnolia Public Schools provides a college preparatory educational program emphasizing science, technology, engineering, and math (STEM) in a safe environment that cultivates respect for self and others. Graduates of Magnolia Public Schools are scientific thinkers who contribute to the global community as socially responsible and educated members of society.

Magnolia Educational and Research Foundation

MSA 2 is an integral part of Magnolia Educational and Research Foundation (Foundation), which also serves as MSA 2's Charter School Management Organization (CMO) that manages MSA 2's nonacademic operation such as financial, general administration, and human resource management. MSA 2's financial statements are included in the consolidated financial statements of Magnolia Educational and Research Foundation.

Administrative support provided to the individual schools and accounted for separately within the financial statements. School support uses a tiered expense allocation structure based on student enrollment to calculate expenses to be charged out on each charter school.

Other Related Entities

Joint Powers Agency and Risk Management Pools - MSA 2 is associated with the California Charter Schools Joint Powers Authority (CCS-JPA) *dba* CharterSAFE. CharterSAFE does not meet the criteria for inclusion as a component unit of MSA 2. Additional information is presented in Note 14 to the financial statements.

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The significant policies followed by MSA 2 are described below to enhance the financial statements.

Financial Statement Presentation

MSA 2 is required to report information about its financial position and activities in three classes of net assets: unrestricted, temporarily restricted, and permanently restricted net assets. MSA 2 had no temporarily or permanently restricted net assets as of June 30, 2018 and 2017, respectively. In addition, MSA 2 is required to present a statement of cash flows.

DRAFT 11/15/2018

MAGNOLIA SCIENCE ACADEMY 2
(A California Non-Profit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2018

Accounting Method - Basis of Accounting

The financial statements were prepared in accordance with accounting principles generally accepted in the United States of America as applicable to not-for-profit organizations. Basis of accounting refers to the situation when revenues and expenses are recognized in the accounts and reported on the financial statements. Basis of accounting relates to the timing of measurement made, regardless of the measurement focus applied. MSA 2 uses the accrual basis of accounting. Revenues are recognized when they are earned and expenditures are recognized in the accounting period in which the liability is incurred.

Revenue Recognition

Contributions received are recorded as unrestricted, temporarily restricted, or permanently restricted depending upon the existence and/or nature of any donor restrictions.

All donor-restricted contributions are recorded as increases in temporarily or permanently restricted net assets depending on the nature of the restriction. When a restriction expires, either by the passage of time or the purpose is satisfied, the temporarily restricted net assets are reclassified to unrestricted net assets and reported in the *Statement of Activities* as "net assets released from restrictions." During 2017-2018, MSA 2 did not receive any donor-restricted contributions.

Income Taxes

MSA 2 is a non-profit public benefit corporation that is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code and classified by the Internal Revenue Service as other than a private foundation and qualifies for deductible contributions as provided in Section 170(b) (1) (A) (vi). It is also exempt from State franchise and income taxes under Section 23701(d) of the California Revenue and Taxation Code. Accordingly, no provision for income taxes has been reflected in these financial statements. Income tax returns for 2014 and forward may be audited by regulatory agencies; however, MSA 2 is not aware of any such actions at this time.

MSA 2 has adopted Financial Accounting Standards Board (FASB) Accounting Standards Codification (ASC) Topic 740 that clarifies the accounting for uncertainty in tax positions taken or expected to be taken on a tax return and provides that the tax effects from an uncertain tax position can be recognized in the financial statements only if, based on its merits, the position is more likely than not to be sustained on audit by the taxing authorities. Management believes that all tax positions taken to date are highly certain, and, accordingly, no accounting adjustment has been made to the financial statements.

Cash and Cash Equivalents

For purposes of the Statement of Cash Flows, MSA 2 considers all highly liquid investments available for current use with an initial maturity of three months or less to be cash equivalents.

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MAGNOLIA SCIENCE ACADEMY 2
(A California Non-Profit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2018

Accounts Receivable

Accounts receivable are stated at the amount management expects to collect from the outstanding balance. Management provides an analysis of the probable collection of the accounts through a provision for bad debt expense and an adjustment to a valuation allowance. At June 30, 2018 and 2017, management has determined that all accounts receivable are fully collectible, and no allowance for bad debts has been established.

Prepaid Expenses

Prepaid expenses represent amounts paid in advance of receiving goods or services. MSA 2 has reported prepaid items either when purchased or during the benefiting period.

Fixed Assets

All assets with a useful life of greater than one year and costing more than $5,000 will be capitalized and (except for land) will be recorded in the depreciation records. Property and equipment is capitalized at cost or fair market value on the date of receipt in the case of donated property. Depreciation is provided on the straight-line method over the estimated useful lives of the assets ranging from 3 to 10 years. Bulk computer, software, and other technology purchases with an aggregate value of $25,000 or more are captured as fixed assets regardless of individual price of item. In addition, remodeling modifications and replacement costs of integral structural components are only capitalized when such costs incurred exceed $50,000. Leasehold improvements are depreciated over the lease term (including options) or the useful life. Major additions are capitalized, and repairs and maintenance that do not improve or extend the life of the assets are expensed. When assets are sold or retired, their cost and the related accumulated depreciation are removed from the accounts with the resulting gain or loss reflected in the Statement of Activities. Depreciation expense for the year ended June 30, 2018 and 2017, was $48,000 and $56,349, respectively.

Donated Services, Goods, and Facilities

A substantial number of volunteers have donated their time and experience to MSA 2's program services and fundraising campaigns during the year. However, these donated services are not reflected in the financial statements since there is no readily determined method of valuing the services.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities, and disclosure of contingent assets and liabilities, at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

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MAGNOLIA SCIENCE ACADEMY 2
(A California Non-Profit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2018

Net Asset Classes

Magnolia Science Academy is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted, temporarily restricted and permanently restricted.

Net assets of the Magnolia Science Academy 2 consist of the following:

Unrestricted - All resources over which the governing board has discretionary control to use in carrying on the general operations of MSA 2.

Temporarily restricted - These net assets are restricted by donors to be used for specific purposes. MSA 2 does not have temporarily restricted net assets.

Permanently restricted - These net assets are permanently restricted by donors and cannot be used by the school. MSA 2 does not have permanently restricted net assets.

Unrestricted/Designated Net Assets

Designations of the ending net assets indicate tentative plans for financial resource utilization in a future period. As of June 30, 2018 and 2017, MSA 2 has a $282,852 and $108,630, respectively, designated balance for California Clean Energy Jobs Act, Educator Effectiveness and College Readiness funds.

Intra-company Receivable/Payable

Intra-company receivable/payable results from a net cumulative difference between resources provided by the Foundation to MSA 2 and reimbursement for those resources.

New Accounting Pronouncements

In February 2016, FASB issued Accounting Standards Update (ASU) 2016-02, *Leases* (ASU 2016-02). ASU 2016-02 requires a lessee to recognize a lease asset representing its right to use the underlying asset for the lease term, and a lease liability for the payments to be made to lessor, on its statement of financial position for all operating leases greater than 12 months. ASU 2016-02 will be effective for fiscal years, and interim periods within those fiscal years, beginning after December 15, 2019. Although the full impact of this Update on the Organization's financial statements has not yet been determined, the future adoption of this guidance will require the Organization to record assets and liabilities on its statement of financial position relating to facility and other leases currently being accounted for as operating leases.

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In August 2016, the FASB issued ASU No. 2016-14, *Not-for-Profit Entities (Topic 958): Presentation of Financial Statements of Not-for-Profit Entities* (ASU 2016-14). ASU 2016-14 change presentation and disclosure requirements for not-for-profit entities to provide more relevant information about their resources (and the changes in those resources) to donors, grantors, creditors, and other users. These include qualitative and quantitative requirements in the following areas: (1) net asset classes; (2) investment return; (3) expenses; (4) liquidity and availability of resources; and (5) presentation of operating cash flows. ASU 2016-14 will be effective for annual financial statements issued for fiscal years beginning after December 15, 2017, and for interim periods within fiscal years beginning after December 15, 2018. Early application of the amendments is permitted. The Organization has not yet completed its assessment of the impact of this guidance on its financial statements. Under this guidance, the Organization will be required to present two classes of net assets (net assets with donor restrictions and net assets without donor restrictions) and changes in each of these two classes, on the face of the statement of financial position and statement of activities, respectively, rather than the current required three classes (unrestricted, temporarily restricted, and permanently restricted).

NOTE 3 - CASH AND CASH EQUIVALENTS

Cash at June 30, 2018 and 2017, consisted of the following:

	June 30, 2018		June 30, 2017	
	Reported Amount	Bank Balance	Reported Amount	Bank Balance
Deposits				
Cash on hand and in banks	$ 1,094,844	$ 1,262,083	$ 780,732	$ 855,379

Cash balances held in banks are insured up to $250,000 by the Federal Deposit Insurance Corporation (FDIC). MSA 2 maintains its cash in bank deposit accounts that at times may exceed insured limits. MSA 2 has not experienced any losses in such accounts. At June 30, 2018 and 2017, MSA 2 had $1,241,766 and $833,344, respectively, in excess of insured limits.

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MAGNOLIA SCIENCE ACADEMY 2
(A California Non-Profit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2018

NOTE 4 - ACCOUNTS RECEIVABLE

Accounts receivable at June 30, 2018 and 2017, consisted of the following:

	2018	2017
State principal apportionment	$ 280,263	$ 269,667
Federal receivable	159,670	61,679
Due from other agencies	-	2,904
State receivable	37,137	1,784
Lottery	43,499	36,655
Other	1,285	-
Total Accounts Receivable	$ 521,854	$ 372,689

NOTE 5 - INTRA-COMPANY RECEIVABLE

The June 30, 2018, intra-company receivable results from a net cumulative difference between resources provided by Magnolia Educational and Research Foundation (Foundation) to MSA 2 and reimbursement for those resources from MSA 2 to the Foundation, and cash transfers for cash flow purposes. MSA 2 and the Foundation are related because they are the same legal entity; share the same tax identification number, governed by the same board of directors and share key management personnel. At June 30, 2018 and 2017, MSA 2 had an intra-company receivable balance of $62,177 and $143,253, respectively, from the Foundation.

NOTE 6 - PREPAID EXPENSES AND SECURITY DEPOSITS

Prepaid expenses at June 30, 2018, consisted of the following:

	2018	2017
Prepaid rent, security deposit, insurance, and miscellaneous vendors	$ 87,263	$ 21,802

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MAGNOLIA SCIENCE ACADEMY 2
(A California Non-Profit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2018

NOTE 7 - FIXED ASSETS

Fixed assets at June 30, 2018 and 2017, consisted of the following:

	2018	2017
Computers and equipment	$ 379,284	$ 394,789
Leasehold improvements	10,061	-
Work in progress	20,892	-
Subtotal	410,237	394,789
Less: accumulated depreciation	(294,698)	(246,698)
Total Fixed Assets	$ 115,539	$ 148,091

During the year ended June 30, 2018 and 2017, $48,000 and $56,349, respectively, was charged to depreciation expense.

NOTE 8 - ACCOUNTS PAYABLE AND ACCRUALS

Accounts payable at June 30, 2018 and 2017, consisted of the following:

	2018	2017
Salaries and benefits	$ 139,121	$ 101,673
Vendor payables	260,848	444,523
Due to other agencies	329,414	7,799
	$ 729,383	$ 553,995

NOTE 9 - INTRA–COMPANY PAYABLE

The June 30, 2018, intra-company payable results from a net cumulative difference between resources provided by Magnolia Educational and Research Foundation (Foundation) to MSA 2 and reimbursement for those resources from MSA 2 to the Foundation, and cash transfers for cash flow purposes. MSA 2 and the Foundation are related because they are the same legal entity; share the same tax identification number, governed by the same board of directors and share key management personnel. At June 30, 2018 and 2017, MSA 2 had an intra-company payable balance of $75,090 and $15,486, respectively, from the Foundation.

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NOTE 10 - FACILITIES USE AGREEMENT

Magnolia Science Academy 2 renewed a Facilities Use Agreement with LAUSD for the sole purpose of operating MSA 2 education programs and related Charter School's activities. The terms of this agreement are renewed annually and include rental fees shall that shall be paid on the first of every month. The Pro-Rata Share of Facilities Cost for the year ended June 30, 2018 and 2017, was $149,352 and $130,000, respectively.

NOTE 11 - RELATED PARTY TRANSACTIONS

MSA 2 is part of the Foundation. MSA 2 pays the Foundation management fees for services received. The amount is calculated based on management assessment. Management fees paid to the Foundation for fiscal year ended June 30, 2018 and 2017, were $993,132 and $953,736, respectively.

NOTE 12 - EMPLOYEE RETIREMENT SYSTEMS

Qualified employees are covered under multiple-employer defined benefit pension plans maintained by agencies of the State of California. Academic employees are members of the California State Teachers' Retirement System (CalSTRS) and classified employees are members of the California Public Employees' Retirement System (CalPERS).

The risks of participating in these multi-employer defined benefit pension plans are different from single-employer plans because: (a) assets contributed to the multi-employer plan by one employer may be used to provide benefits to employees of other participating employers, (b) the required member, employer, and State contribution rates are set by the California Legislature, and (c) if MSA 2 chooses to stop participating in the multi-employer plan, it may be required to pay a withdrawal liability to the plan. MSA 2 has no plans to withdraw from this multi-employer plan.

The details of each plan are as follows:

California State Teachers' Retirement System (CalSTRS)

Plan Description

MSA 2 contributes to the State Teachers Retirement Plan (STRP) administered by the California State Teachers' Retirement System (CalSTRS). STRP is a cost-sharing multiple-employer public employee retirement system defined benefit pension plan. Benefit provisions are established by State statutes, as legislatively amended, within the State Teachers' Retirement Law. According to the most recently available Comprehensive Annual Financial Report and Actuarial Valuation Report for the year ended June 30, 2017, total actuarial value of assets are $180 billion, the actuarial obligation is $287 billion, contributions from all employers totaled $4.0 billion, and the plan is 62.6 percent funded.

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MAGNOLIA SCIENCE ACADEMY 2
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NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2018

A full description of the pension plan regarding benefit provisions, assumptions (for funding, but not accounting purposes), and membership information is listed in the June 30, 2017, annual actuarial valuation report, Defined Benefit Program Actuarial Valuation. This report and CalSTRS audited financial information are publically available reports that can be found on the CalSTRS website under Publications at: http://www.calstrs.com/member-publications.

Benefits Provided

The STRP provides retirement, disability and survivor benefits to beneficiaries. Benefits are based on members' final compensation, age and years of service credit. Members hired on or before December 31, 2012, with five years of credited service are eligible for the normal retirement benefit at age 60. Members hired on or after January 1, 2013, with five years of credited service are eligible for the normal retirement benefit at age 62. The normal retirement benefit is equal to 2.0 percent of final compensation for each year of credited service.

The STRP is comprised of four programs: Defined Benefit Program, Defined Benefit Supplement Program, Cash Balance Benefit Program and Replacement Benefits Program. The STRP holds assets for the exclusive purpose of providing benefits to members and beneficiaries of these programs. CalSTRS also uses plan assets to defray reasonable expenses of administering the STRP. Although CalSTRS is the administrator of the STRP, the State is the sponsor of the STRP and obligor of the trust. In addition, the State is both an employer and nonemployer contributing entity to the STRP.

MSA 2 contributes exclusively to the STRP Defined Benefit Program, thus disclosures are not included for the other plans.

The STRP provisions and benefits in effect at June 30, 2018, are summarized as follows:

	STRP Defined Benefit Program	
Hire date	On or before	On or after
Benefit formula	2% at 60	2% at 62
Benefit vesting schedule	5 years of service	5 years of service
Benefit payments	Monthly for life	Monthly for life
Retirement age	60	62
Monthly benefits as a percentage of eligible compensation	2.0% - 2.4%	2.0% - 2.4%
Required employee contribution rate	10.25%	9.205%
Required employer contribution rate	14.43%	14.43%
Required state contribution rate	9.328%	9.328%

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Contributions

Required member, Charter School and State of California contributions rates are set by the California Legislature and Governor and detailed in Teachers' Retirement Law. The contributions rates are expressed as a level percentage of payroll using the entry age normal actuarial method. In accordance with AB 1469, employer contributions into the CalSTRS will be increasing to a total of 19.1 percent of applicable member earnings phased over a seven year period. The contribution rates for each plan for the year ended June 30, 2018, are presented above and MSA 2's total contributions were $266,980.

California Public Employees Retirement System (CalPERS)

Plan Description

Qualified employees are eligible to participate in the School Employer Pool (SEP) under the California Public Employees' Retirement System (CalPERS), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalPERS. Benefit provisions are established by State statutes, as legislatively amended, within the Public Employees' Retirement Law. According to the most recently available Actuarial Valuation Report for the year ended June 30, 2016, the Schools Pool total plan assets are $55.8 billion, the total accrued liability is $77.5 billion, contributions from all employers totaled $1.43 billion, and the plan is 71.9 percent funded.

A full description of the pension plan regarding benefit provisions, assumptions (for funding, but not accounting purposes), and membership information is listed in the June 30, 2016, annual actuarial valuation report, Schools Pool Actuarial Valuation, 2016. This report and CalPERS audited financial information are publically available reports that can be found on the CalPERS website under Forms and Publications at:
https://www.calpers.ca.gov/page/forms-publications.

Benefits Provided

CalPERS provides service retirement and disability benefits, annual cost of living adjustments and death benefits to plan members, who must be public employees and beneficiaries. Benefits are based on years of service credit, a benefit factor and the member's final compensation. Members hired on or before December 31, 2012, with five years of total service are eligible to retire at age 50 with statutorily reduced benefits. Members hired on or after January 1, 2013, with five years of total service are eligible to retire at age 52 with statutorily reduced benefits. All members are eligible for non-duty disability benefits after five years of service. The Basic Death Benefit is paid to any member's beneficiary if the member dies while actively employed. An employee's eligible survivor may receive the 1957 Survivor Benefit if the member dies while actively employed, is at least age 50 (or 52 for members hired on or after January 1, 2013), and has at least five years of credited service. The cost of living adjustments for each plan are applied as specified by the Public Employees' Retirement Law.

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MAGNOLIA SCIENCE ACADEMY 2
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NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2018

The CalPERS provisions and benefits in effect at June 30, 2018, are summarized as follows:

	School Employer Pool (CalPERS)	
Hire date	On or before	On or after
Benefit formula	2% at 55	2% at 62
Benefit vesting schedule	5 years of service	5 years of service
Benefit payments	Monthly for life	Monthly for life
Retirement age	55	62
Monthly benefits as a percentage of eligible compensation	1.1% - 2.5%	1.0% - 2.5%
Required employee contribution rate	7.00%	6.50%
Required employer contribution rate	15.531%	15.531%

Contributions

Section 20814(c) of the California Public Employees' Retirement Law requires that the employer contribution rates for all public employers be determined on an annual basis by the actuary and shall be effective on the July 1 following notice of a change in the rate. Total plan contributions are calculated through the CalPERS annual actuarial valuation process. The actuarially determined rate is the estimated amount necessary to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability. MSA 2 is required to contribute the difference between the actuarially determined rate and the contribution rate of employees. The contributions rates are expressed as percentage of annual payroll. The contribution rates for each plan for the year ended June 30, 2018, are presented above and the total Charter School contributions were $59,003.

On Behalf Payments

The State of California makes contributions to CalSTRS on behalf of the School. These payments consist of State General Fund contributions to CalSTRS in the amount of $146,492 (9.328 percent of salaries subject to CalSTRS). Under accounting principles generally accepted in the United States of America, these amounts are to be reported as revenues and expenditures. Accordingly, these amounts have been recorded in these financial statements.

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NOTE 13 - CONTINGENCIES

Grants

MSA 2 has received State and Federal funds for specific purposes that are subject to review and audit by the grantor agencies. The LAUSD Office of Inspector General has been in the process of reviewing prior year's activity. Per the LAUSD Office of Inspector General letter dated November 6, 2017, "unless the Office of Inspector General receives new information or is directed otherwise by the Board, the Office of Inspector General will not be moving forward on this matter at this time". Although such audits could generate disallowances under terms of the grants, it is believed that any reimbursement, if required, would not be material.

Litigation

MSA 2 is not currently a party to any legal proceedings.

NOTE 14 - PARTICIPATION IN JOINT POWERS AUTHORITY

MSA 2 is a participant in the California Charter Schools Joint Powers Authority (CCS-JPA) *dba* CharterSAFE for risk management services for workers' compensation and charter school liability insurance. The relationship between MSA 2 and CharterSAFE is such that CharterSAFE is not considered a component unit of MSA 2 for financial reporting purposes.

CharterSAFE has budgeting and financial reporting requirements independent of member units and CharterSAFE's financial statements are not presented in these financial statements; however, transactions between CharterSAFE and MSA 2 are included in these statements. Audited financial statements for CharterSAFE were not available for fiscal year 2017-2018 at the time this report was issued. However, financial statements should be available from the respective agency.

During the year ended June 30, 2018 and 2017, MSA 2 made payments of $39,165 and $146,363, respectively, to CharterSAFE for services received. At June 30, 2018 and 2017, respectively, MSA 2 had no recorded accounts receivable or accounts payable to CharterSAFE.

NOTE 15 - SUBSEQUENT EVENTS

MSA 2's management has evaluated events or transactions that may occur for potential recognition or disclosure in the financial statements through _____, 2018, which is the date the financial statements were available to be issued. Management has determined that there were no subsequent events or transactions that would have a material impact on the current year financial.

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SUPPLEMENTARY INFORMATION

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MAGNOLIA SCIENCE ACADEMY 2
(A California Nonprofit Public Benefit Corporation)

LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE
JUNE 30, 2018

ORGANIZATION

Magnolia Science Academy 2 (Charter Number 0906) was granted on July 1, 2002, by the Los Angeles Unified School District. MSA 2 operates one school, grades six through twelve.

BOARD OF DIRECTORS

MEMBER	OFFICE	TERM EXPIRES
Mr. Saken Sherkhanov	President	December 11, 2018
Rabbi Haim Beliak	Vice-Chair	February 8, 2022
Dr. Charlotte Brimmer	Director	August 10, 2022
Ms. Sandra Covarrubias	Director/Parent	August 10, 2022
Dr. Salih Dikbas	Director	December 10, 2019
Mr. Shohrat Geldiyev	Director	March 11, 2020
Mrs. Diane Gonzalez	Director	December 10, 2019
Mr. Serdar Orazov	Director	September 9, 2020
Dr. Umit Yapanel	Director	October 11, 2022

ADMINISTRATION

Alfredo Rubalcava[1]	Chief Executive Officer, Superintendent
Caprice Young, Ed.D.[2]	Chief Executive Officer, Superintendent
Nanie Montijo	Chief Financial Officer

[1] Effective July 1, 2018
[2] Resigned June 30, 2018

See accompanying note to supplementary information.

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MAGNOLIA SCIENCE ACADEMY 2
(A California Nonprofit Public Benefit Corporation)

SCHEDULE OF AVERAGE DAILY ATTENDANCE FOR THE YEAR ENDED JUNE 30, 2018

	Final Report	
	Second Period Report	Annual Report
Regular ADA		
Sixth	94.52	93.77
Seventh and eighth	168.00	166.40
Ninth through twelfth	178.36	176.75
Total Regular ADA	440.88	436.92
Classroom based ADA		
Sixth	94.52	93.77
Seventh and eighth	168.00	166.40
Ninth through twelfth	177.28	175.78
Total Classroom based ADA	439.80	435.95

MSA 2 did operate an independent study non-classroom based instruction program.

See accompanying note to supplementary information.

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MAGNOLIA SCIENCE ACADEMY 2
(A California Nonprofit Public Benefit Corporation)

SCHEDULE OF INSTRUCTIONAL TIME
FOR THE YEAR ENDED JUNE 30, 2018

Grade Level	1986-87 Minutes Requirement	2017-18 Actual Minutes	Number of Days		Status
			Traditional Calendar	Multitrack Calendar	
Grades 6 - 8	54,000				
Grade 6		64,825	180	N/A	Complied
Grade 7		64,825	180	N/A	Complied
Grade 8		64,825	180	N/A	Complied
Grades 9 - 12	64,800				
Grade 9		64,825	180	N/A	Complied
Grade 10		64,825	180	N/A	Complied
Grade 11		64,825	180	N/A	Complied
Grade 12		64,825	180	N/A	Complied

See accompanying note to supplementary information.

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MAGNOLIA SCIENCE ACADEMY 2
(A California Nonprofit Public Benefit Corporation)

RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED FINANCIAL STATEMENTS FOR THE YEAR ENDED JUNE 30, 2018

Summarized below are the net assets reconciliations between the Unaudited Actual Financial Report and the audited financial statements.

NET ASSETS	
Balance, June 30, 2018, Unaudited Actuals	$ 1,255,567
Increase in:	
Accounts payable and accruals	(178,363)
Balance, June 30, 2018, Audited Financial Statements	$ 1,077,204

See accompanying note to supplementary information.

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MAGNOLIA SCIENCE ACADEMY 2
(A California Non-Profit Public Benefit Corporation)

NOTE TO SUPPLEMENTARY INFORMATION
JUNE 30, 2018

NOTE 1 - PURPOSE OF SUPPLEMENTARY SCHEDULES

Local Education Agency Organization Structure

This schedule provides information about the school operated, members of the governing board, and members of the administration.

Schedule of Average Daily Attendance

Average daily attendance (ADA) is a measurement of the number of pupils attending classes of MSA 2. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of State funds are made to local education agencies. This schedule provides information regarding the attendance of students at various grade levels and in different programs.

Schedule of Instructional Time

This schedule presents information on the amount of instructional time offered by MSA 2 and whether MSA 2 complied with the provisions of *Education Code* Sections 47612 and 47612.5, if applicable.

Charter schools must maintain their instructional minutes at the 1986-87 requirements, as required by *Education Code* Section 47612.5.

Reconciliation of Annual Financial Report With Audited Financial Statements

This schedule provides the information necessary to reconcile the net assets of all funds reported on the Unaudited Actual Financial Report to the audited financial statements.

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INDEPENDENT AUDITOR'S REPORTS

DRAFT 11/15/2018

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Governing Board
Magnolia Science Academy 2
(A California Nonprofit Public Benefit Corporation)
Van Nuys, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Magnolia Science Academy 2 (MSA 2) which comprise the statement of financial position as of June 30, 2018 and 2017, and the related statements of activities and cash flows for the fiscal year then ended, and the related notes to the financial statements, and have issued our report thereon dated _____, 2018.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered MSA 2's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of MSA 2's internal control. Accordingly, we do not express an opinion on the effectiveness of MSA 2's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of MSA 2's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

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Compliance and Other Matters

As part of obtaining reasonable assurance about whether MSA 2's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

We noted certain matters that we reported to management of MSA 2 in a separate letter dated _____, 2018.

Purpose of This Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of MSA 2's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering MSA 2's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Rancho Cucamonga, California
_____, 2018

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INDEPENDENT AUDITOR'S REPORT ON STATE COMPLIANCE

Governing Board
Magnolia Science Academy 2
(A California Nonprofit Public Benefit Corporation)
Van Nuys, California

Report on State Compliance

We have audited Magnolia Science Academy 2's (MSA 2) compliance with the types of compliance requirements as identified in the *2017-2018 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* that could have a direct and material effect on each of MSA 2's State government programs as noted below for the year ended June 30, 2018.

Management's Responsibility

Management is responsible for compliance with the requirements of State laws, regulations, and the terms and conditions of its State awards applicable to its State programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance of each of MSA 2's State programs based on our audit of the types of compliance requirements referred to above. We conducted our audit in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the *2017-2018 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. These standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the compliance requirements referred to above that could have a material effect on the applicable government programs noted below. An audit includes examining, on a test basis, evidence about MSA 2's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinions. Our audit does not provide a legal determination of MSA 2's compliance with those requirements.

Unmodified Opinion

In our opinion, MSA 2 complied, in all material respects, with the compliance requirements referred to above that are applicable to the government programs noted below that were audited for the year ended June 30, 2018.

DRAFT 11/15/2018

In connection with the audit referred to above, we selected and tested transactions and records to determine MSA 2's compliance with the State laws and regulations applicable to the following items:

	Procedures Performed
LOCAL EDUCATION AGENCIES OTHER THAN CHARTER SCHOOLS	
Attendance	No, see below
Teacher Certification and Misassignments	No, see below
Kindergarten Continuance	No, see below
Independent Study	No, see below
Continuation Education	No, see below
Instructional Time	No, see below
Instructional Materials	No, see below
Ratios of Administrative Employees to Teachers	No, see below
Classroom Teacher Salaries	No, see below
Early Retirement Incentive	No, see below
Gann Limit Calculation	No, see below
School Accountability Report Card	No, see below
Juvenile Court Schools	No, see below
Middle or Early College High Schools	No, see below
K-3 Grade Span Adjustment	No, see below
Transportation Maintenance of Effort	No, see below
Apprenticeship: Related and Supplemental Instruction	No, see below
SCHOOL DISTRICTS, COUNTY OFFICES OF EDUCATION, AND CHARTER SCHOOLS	
Educator Effectiveness	Yes
California Clean Energy Jobs Act	Yes
After/Before School Education and Safety Program:	
General Requirements	No, see below
After School	No, see below
Before School	No, see below
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control Accountability Plan	Yes
Independent Study - Course Based	No, see below
CHARTER SCHOOLS	
Attendance	Yes
Mode of Instruction	Yes
Non Classroom-Based Instruction/Independent Study for Charter Schools	No, see below
Determination of Funding for Non Classroom-Based Instruction	No, see below
Annual Instruction Minutes Classroom-Based	Yes
Charter School Facility Grant Program	No, see below

Programs listed above for local education agencies are not applicable to charter schools; therefore, we did not perform any related procedures.

MSA 2 did not receive funding related to the California Clean Energy Jobs Act; therefore, we did not perform any related procedures.

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MSA 2 does not operate a Before or After School Program within the After/Before School Education and Safety Program; therefore, we did not perform and related procedures.

MSA 2 does not operate Independent Study – Course Based instruction; therefore, we did not perform any related procedures.

ADA was below the threshold required for testing; therefore, we did not perform any procedures related to Non Classroom-Based Instruction/Independent Study for Charter Schools or Determination of Finding for Non Classroom-Based Instruction.

MSA 2 did not receive funding for Charter School Facility Grant Program; therefore, we did not perform any related procedures.

Rancho Cucamonga, California
_____, 2018

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SCHEDULE OF FINDINGS AND QUESTIONED COSTS

DRAFT 11/15/2018

MAGNOLIA SCIENCE ACADEMY 2
(A California Nonprofit Public Benefit Corporation)

SUMMARY OF AUDITOR'S RESULTS FOR THE YEAR ENDED JUNE 30, 2018

FINANCIAL STATEMENTS

Type of auditor's report issued:	Unmodified
Internal control over financial reporting:	
Material weakness identified?	No
Significant deficiency identified?	None reported
Noncompliance material to financial statements noted?	No

STATE AWARDS

Type of auditor's report issued on compliance for programs:	Unmodified

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MAGNOLIA SCIENCE ACADEMY 2
(A California Nonprofit Public Benefit Corporation)

FINANCIAL STATEMENT FINDINGS
FOR THE YEAR ENDED JUNE 30, 2018

None reported.

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MAGNOLIA SCIENCE ACADEMY 2
(A California Nonprofit Public Benefit Corporation)

STATE AWARDS FINDINGS AND QUESTIONED COSTS FOR THE YEAR ENDED JUNE 30, 2018

None reported.

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MAGNOLIA SCIENCE ACADEMY 2
(A California Nonprofit Public Benefit Corporation)

SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS FOR THE YEAR ENDED JUNE 30, 2018

There were no audit findings reported in the prior year.

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Governing Board
Magnolia Science Academy 2
(A California Nonprofit Public Benefit Corporation)
Van Nuys, California

In planning and performing our audit of the financial statements of Magnolia Science Academy 2, for the year ended June 30, 2018, we considered its internal control structure in order to determine our auditing procedures for the purpose of expressing our opinion on the financial statements and not to provide assurance on the internal control structure.

We are pleased to report there are no matters to note for MSA 2 for the year ended June 30, 2018.

Rancho Cucamonga, California
_____, 2018

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MAGNOLIA SCIENCE ACADEMY 3
(A California Nonprofit Public Benefit Corporation)

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INDEPENDENT AUDITOR'S REPORT

Governing Board
Magnolia Science Academy 3
(A California Nonprofit Public Benefit Corporation)
Carson, California

Report on the Financial Statements

We have audited the accompanying financial statements of Magnolia Science Academy 3 (MSA 3) (A California Nonprofit Public Benefit Corporation), which are comprised of the statement of financial position as of June 30, 2018 and 2017, and the related statements of activities and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards,* issued by the Comptroller General of the United States; and the *2017-2018 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting,* issued by the California Education Audit Appeals Panel as regulations. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to MSA 3's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of MSA 3's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

DRAFT 11/15/2018

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of MSA 3, as of June 30, 2018 and 2017, and the changes in its net assets, and its cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Other Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying supplementary information as listed on the table of contents are presented for purposes of additional analysis and are not a required part of the financial statements.

The accompanying supplementary information is the responsibility of management, and was derived from, and relates directly to the underlying accounting and other records used to prepare the financial statements. Such information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the accompanying supplementary information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated _____, 2018, on our consideration of MSA 3's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of MSA 3's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering MSA 3's internal control over financial reporting and compliance.

Rancho Cucamonga, California
_____, 2018

DRAFT 11/15/2018

FINANCIAL STATEMENTS

DRAFT 11/15/2018

MAGNOLIA SCIENCE ACADEMY 3
(A California Nonprofit Public Benefit Corporation)

STATEMENT OF FINANCIAL POSITION
(With comparative financial information at June 30, 2017)

JUNE 30, 2018

	2018	2017
ASSETS		
Current Assets:		
Cash and cash equivalents	$ 740,137	$ 178,629
Accounts receivable	440,748	317,618
Intra-company receivable	6,604	91,362
Prepaid expenses and other current assets	1,743	320,505
Total Current Assets	1,189,232	908,114
Non-Current Assets:		
Fixed assets	267,427	226,873
Less: accumulated depreciation	(181,398)	(158,991)
Total Non-Current Assets	86,029	67,882
Total Assets	$ 1,275,261	$ 975,996
LIABILITIES		
Current Liabilities:		
Accounts payable and accruals	$ 208,639	$ 230,779
Intra-company payable	2,905	113,256
Total Current Liabilities	211,544	344,035
NET ASSETS		
Unrestricted	788,750	518,637
Designated	274,967	113,324
Total Net Assets	1,063,717	631,961
Total Liabilities and Net Assets	$ 1,275,261	$ 975,996

The accompanying notes are an integral part of these financial statements.

DRAFT 11/15/2018

MAGNOLIA SCIENCE ACADEMY 3
(A California Nonprofit Public Benefit Corporation)

STATEMENT OF ACTIVITIES
(With comparative financial information at June 30, 2017)

FOR THE YEAR ENDED JUNE 30, 2018

	2018	2017
CHANGES IN UNRESTRICTED NET ASSETS		
Unrestricted revenues:		
State apportionments	$ 4,459,164	$ 4,255,160
Federal revenue	444,672	477,370
Other State revenue	925,197	813,720
Local revenue	84,847	66,643
Total Revenues	5,913,880	5,612,893
EXPENSES		
Program services:		
Salaries and benefits	$ 2,575,050	$ 2,826,246
Student services	220,659	237,598
Student nutrition	189,326	264,096
Other expenses	74,152	114,460
Subtotal	3,059,187	3,442,400
Management and general:		
Salaries and benefits	643,762	706,562
Depreciation	22,407	19,096
Management fee	993,132	954,479
Occupancy	261,243	278,867
Operating expenses	502,393	554,952
Subtotal	2,422,937	2,513,956
Total Expenses	5,482,124	5,956,356
CHANGE IN UNRESTRICTED NET ASSETS	431,756	(343,463)
NET ASSETS, BEGINNING OF YEAR	631,961	975,424
NET ASSETS, END OF YEAR	$ 1,063,717	$ 631,961

The accompanying notes are an integral part of these financial statements.

DRAFT 11/15/2018

MAGNOLIA SCIENCE ACADEMY 3
(A California Nonprofit Public Benefit Corporation)

STATEMENT OF CASH FLOWS
(With comparative financial information at June 30, 2017)

FOR THE YEAR ENDED JUNE 30, 2018

	2018	2017
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in unrestricted net assets	$ 431,756	$ (343,463)
Adjustments to reconcile change in net assets to net cash provided (used) by operating activities:		
Depreciation expense	22,407	19,096
Changes in operating assets and liabilities:		
(Increase) Decrease in assets		
Accounts receivable	(123,130)	216,684
Intra-company receivable	88,457	256,822
Prepaid expenses and other current assets	340,656	(309,538)
Increase (Decrease) in liabilities		
Accounts payable and accruals	(47,733)	(13,175)
Deferred revenue	(110,351)	(6,295)
Net Cash Provided (Used) by Operating Activities	602,062	(179,869)
CASH FLOWS FROM INVESTING ACTIVITIES		
Capital expenditures	(40,554)	(5,434)
NET CHANGE IN CASH	561,508	(185,303)
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	178,629	363,932
CASH AND CASH EQUIVALENTS, END OF YEAR	$ 740,137	$ 178,629
Supplemental cash flow disclosure:		
Cash paid during the period for interest	$ -	$ -

The accompanying notes are an integral part of these financial statements.

DRAFT 11/15/2018

MAGNOLIA SCIENCE ACADEMY 3
(A California Nonprofit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2018

NOTE 1 - ORGANIZATION AND MISSION

Magnolia Science Academy 3

Charter school number authorized by the State: 0917

Magnolia Science Academy 3 (MSA 3) is a charter school located in Carson, California that provides sixth through twelfth grade education to approximately 455 students. MSA 3 was created under the approval of the Los Angeles Unified School District (LAUSD) and the California State Board of Education, and receives public per-pupil funding to help support their operation. Los Angeles County Office of Education approved a new charter agreement in 2016 for a period of five years ending in 2022. MSA 3 is economically dependent on Federal and State funding.

Magnolia Educational and Research Foundation

MSA 3 is an integral part of Magnolia Educational and Research Foundation (Foundation), which also serves as MSA 3's Charter School Management Organization (CMO) that manages MSA 3's nonacademic operation such as financial, general administration, and human resource management. MSA 3's financial statements are included in the consolidated financial statements of Magnolia Educational and Research Foundation.

Administrative support provided to the individual schools and accounted for separately within the financial statements. School support uses a tier expense allocation structure based on student enrollment to calculate expenses to be charged out on each charter school.

Other Related Entities

Joint Powers Agency and Risk Management Pools - MSA 3 is associated with the California Charter Schools Joint Powers Authority (CCS-JPA) *dba* CharterSAFE. CharterSAFE does not meet the criteria for inclusion as a component unit of MSA 3. Additional information is presented in Note 14 to the financial statements.

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The significant policies followed by MSA 3 are described below to enhance the financial statements.

Financial Statement Presentation

MSA 3 is required to report information about its financial position and activities in three classes of net assets: unrestricted, temporarily restricted, and permanently restricted net assets. MSA 3 had no temporarily or permanently restricted net assets as of June 30, 2018 and 2017, respectively. In addition, MSA 3 is required to present a statement of cash flows.

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MAGNOLIA SCIENCE ACADEMY 3
(A California Nonprofit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2018

Accounting Method - Basis of Accounting

The financial statements were prepared in accordance with accounting principles generally accepted in the United States of America as applicable to not-for-profit organizations. Basis of accounting refers to the situation when revenues and expenses are recognized in the accounts and reported on the financial statements. Basis of accounting relates to the timing of measurement made, regardless of the measurement focus applied. MSA 3 uses the accrual basis of accounting. Revenues are recognized when they are earned and expenditures are recognized in the accounting period in which the liability is incurred.

Revenue Recognition

Contributions received are recorded as unrestricted, temporarily restricted, or permanently restricted depending upon the existence and/or nature of any donor restrictions.

All donor-restricted contributions are recorded as increases in temporarily or permanently restricted net assets depending on the nature of the restriction. When a restriction expires, either by the passage of time or the purpose is satisfied, the temporarily restricted net assets are reclassified to unrestricted net assets and reported in the *Statement of Activities* as "net assets released from restrictions." During 2017-2018, MSA 3 did not receive any donor-restricted contributions.

Income Taxes

MSA 3 is a non-profit public benefit corporation that is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code and classified by the Internal Revenue Service as other than a private foundation and qualifies for deductible contributions as provided in Section 170(b) (1) (A) (vi). It is also exempt from State franchise and income taxes under Section 23701(d) of the California Revenue and Taxation Code. Accordingly, no provision for income taxes has been reflected in these financial statements. Income tax returns for 2014 and forward may be audited by regulatory agencies; however, MSA 3 is not aware of any such actions at this time.

MSA 3 has adopted Financial Accounting Standards Board (FASB) Accounting Standards Codification (ASC) Topic 740 that clarifies the accounting for uncertainty in tax positions taken or expected to be taken on a tax return and provides that the tax effects from an uncertain tax position can be recognized in the financial statements only if, based on its merits, the position is more likely than not to be sustained on audit by the taxing authorities. Management believes that all tax positions taken to date are highly certain, and, accordingly, no accounting adjustment has been made to the financial statements.

Cash

For purposes of the Statement of Cash Flows, MSA 3 considers all highly liquid investments available for current use with an initial maturity of three months or less to be cash equivalents.

DRAFT 11/15/2018

Accounts Receivable

Accounts receivable are stated at the amount management expects to collect from the outstanding balance. Management provides an analysis of the probable collection of the accounts through a provision for bad debt expense and an adjustment to a valuation allowance. At June 30, 2018 and 2017, respectively, management has determined that all accounts receivable are fully collectible, and no allowance for bad debts has been established.

Prepaid Expenses

Prepaid expenses represent amounts paid in advance of receiving goods or services. MSA 3 has reported prepaid items either when purchased or during the benefiting period.

Fixed Assets

All assets with a useful life of greater than one year and costing more than $5,000 will be capitalized and (except for land) will be recorded in the depreciation records. Property and equipment is capitalized at cost or fair market value on the date of receipt in the case of donated property. Depreciation is provided on the straight-line method over the estimated useful lives of the assets ranging from 3 to 10 years. Bulk computer, software, and other technology purchases with an aggregate value of $25,000 or more are captured as fixed assets regardless of individual price of item. In addition, remodeling modifications and replacement costs of integral structural components are only capitalized when such costs incurred exceed $50,000. Leasehold improvements are depreciated over the lease term (including options) or the useful life. Major additions are capitalized, and repairs and maintenance that do not improve or extend the life of the assets are expensed. When assets are sold or retired, their cost and the related accumulated depreciation are removed from the accounts with the resulting gain or loss reflected in the Statement of Activities. Depreciation expense for the year ended June 30, 2018 and 2017, was $22,407 and $19,096, respectively.

Donated Services, Goods, and Facilities

A substantial number of volunteers have donated their time and experience to MSA 3's program services and fundraising campaigns during the year. However, these donated services are not reflected in the financial statements since there is no readily determined method of valuing the services.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities, and disclosure of contingent assets and liabilities, at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

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MAGNOLIA SCIENCE ACADEMY 3
(A California Nonprofit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2018

Net Asset Classes

Magnolia Science Academy is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted, temporarily restricted and permanently restricted.

Net assets of the Magnolia Science Academy consist of the following:

Unrestricted - All resources over which the governing board has discretionary control to use in carrying on the general operations of MSA 3.

Temporarily restricted - These net assets are restricted by donors to be used for specific purposes. MSA 3 does not have temporarily restricted net assets.

Permanently restricted - These net assets are permanently restricted by donors and cannot be used by the school. MSA 3 does not have permanently restricted net assets.

Unrestricted/Designated Net Assets

Designations of the ending net assets indicate tentative plans for financial resource utilization in a future period. As of June 30, 2018 and 2017, MSA 3 has $274,967 and $113,324, respectively, designated balance for California Clean Energy Jobs Act, Educator Effectiveness, and College Readiness funds.

New Accounting Pronouncements

In February 2016, FASB issued Accounting Standards Update (ASU) 2016-02, *Leases* (ASU 2016-02). ASU 2016-02 requires a lessee to recognize a lease asset representing its right to use the underlying asset for the lease term, and a lease liability for the payments to be made to lessor, on its statement of financial position for all operating leases greater than 12 months. ASU 2016-02 will be effective for fiscal years, and interim periods within those fiscal years, beginning after December 15, 2019. Although the full impact of this Update on the Organization's financial statements has not yet been determined, the future adoption of this guidance will require the Organization to record assets and liabilities on its statement of financial position relating to facility and other leases currently being accounted for as operating leases.

In August 2016, the FASB issued ASU No. 2016-14, *Not-for-Profit Entities (Topic 958): Presentation of Financial Statements of Not-for-Profit Entities* (ASU 2016-14). ASU 2016-14 change presentation and disclosure requirements for not-for-profit entities to provide more relevant information about their resources (and the changes in those resources) to donors, grantors, creditors, and other users. These include qualitative and quantitative requirements in the following areas: (1) net asset classes; (2) investment return; (3) expenses; (4) liquidity and availability of resources; and (5) presentation of operating cash flows. ASU 2016-14 will be effective for annual financial statements issued for fiscal years beginning after December 15, 2017, and for interim periods within fiscal years beginning after December 15, 2018. Early application of the amendments is permitted. The Organization has not yet completed its assessment of the impact of this guidance on its financial statements. Under this guidance, the Organization will be required to present two classes of net assets (net assets with donor restrictions and net assets without donor restrictions) and changes in each of these two classes, on the face of the statement of financial position and statement of activities, respectively, rather than the current required three classes (unrestricted, temporarily restricted, and permanently restricted).

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MAGNOLIA SCIENCE ACADEMY 3
(A California Nonprofit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2018

NOTE 3 - CASH AND CASH EQUIVALENTS

Cash at June 30, 2018 and 2017, consisted of the following:

	June 30, 2018		June 30, 2017	
	Reported Amount	Bank Balance	Reported Amount	Bank Balance
Deposits				
Cash on hand and in banks	$ 740,137	$ 855,539	$ 178,629	$ 314,392

Cash balances held in banks are insured up to $250,000 by the Federal Deposit Insurance Corporation (FDIC). MSA 3 maintains its cash in bank deposit accounts that at times may exceed insured limits. MSA 3 has not experienced any losses in such accounts. At June 30, 2018 and 2017, MSA 3 had $841,766 and $306,293, respectively, in excess of insured limits.

NOTE 4 - ACCOUNTS RECEIVABLE

Accounts receivable at June 30, 2018 and 2017, consisted of the following:

	2018	2017
State principal apportionment	$ 202,714	$ 196,092
Due from other agencies	-	2,777
Federal receivable	145,084	68,793
State receivable	46,855	11,779
Lottery	45,141	37,723
Local receivable	-	454
Other	954	-
Total Accounts Receivable	$ 440,748	$ 317,618

NOTE 5 - INTRA-COMPANY RECEIVABLE

The June 30, 2018, intra-company receivable results from a net cumulative difference between resources provided by Magnolia Educational and Research Foundation (Foundation) to MSA 3 and reimbursement for those resources from MSA 3 to the Foundation, and cash transfers for cash flow purposes. MSA 3 and the Foundation are related because they are the same legal entity; share the same tax identification number, governed by the same board of directors and share key management personnel. On June 30, 2018 and 2017, MSA 3 had an intercompany receivable balance of $6,604 and $91,362, respectively, from the Foundation.

DRAFT 11/15/2018

MAGNOLIA SCIENCE ACADEMY 3
(A California Nonprofit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2018

NOTE 6 - PREPAID EXPENSES AND SECURITY DEPOSITS

Prepaid expenses at June 30, 2018 and 2017, consisted of the following:

	2018	2017
Prepaid rent, security deposit, insurance, and miscellaneous vendors	$ 1,743	$ 320,505

NOTE 7 - FIXED ASSETS

Fixed assets at June 30, 2018 and 2017, consisted of the following:

	2018	2017
Computer and equipment	$ 250,814	$ 226,873
Work in progress	16,613	-
Subtotal	267,427	226,873
Less: accumulated depreciation	(181,398)	(158,991)
Total Fixed Assets	$ 86,029	$ 67,882

During the year ended June 30, 2018 and 2017, $22,407 and $19,096, respectively, was charged to depreciation expense.

NOTE 8 - ACCOUNTS PAYABLE AND ACCRUALS

Accounts payable at June 30, 2018 and 2017, consisted of the following:

	2018	2017
Salaries and benefits	$ 64,352	$ 72,003
Vendor payables	77,326	154,433
Due to other agencies	66,961	4,343
Total Accounts Payable	$ 208,639	$ 230,779

DRAFT 11/15/2018

NOTE 9 - INTRA-COMPANY PAYABLE

The intra-company payable results from a net cumulative difference between resources provided by Magnolia Educational and Research Foundation (Foundation) to MSA 3 and reimbursement for those resources from MSA 3 to the Foundation, and cash transfers for cash flow purposes. MSA 3 and the Foundation are related because they are the same legal entity; share the same tax identification number, governed by the same board of directors and share key management personnel. At June 30, 2018 and 2017, MSA 3 had an intra-company payable balance of $2,905 and $113,256, respectively, from the Foundation.

NOTE 10 - FACILITIES USE AGREEMENT

Magnolia Science Academy 3 renewed a Facilities Use Agreement with LAUSD for the sole purpose of operating MSA 3 education programs and related Charter School's activities. The terms of this agreement are renewed annually and include rental fees that shall be paid on the first of every month. The Pro-Rata Share of Facilities Cost for the year ended June 30, 2018 and 2017, was $256,444 and $222,266, respectively.

NOTE 11 - RELATED PARTY TRANSACTIONS

MSA 3 is part of the Foundation. MSA 3 pays the Foundation management fees for services received. The amount is calculated based on management assessment. The amount of management fees paid to the Foundation for fiscal year ended June 30, 2018 and 2017, was $993,132 and $954,479, respectively.

NOTE 12 - EMPLOYEE RETIREMENT SYSTEMS

Qualified employees are covered under multiple-employer defined benefit pension plans maintained by agencies of the State of California. Academic employees are members of the California State Teachers' Retirement System (CalSTRS) and classified employees are members of the California Public Employees' Retirement System (CalPERS).

The risks of participating in these multi-employer defined benefit pension plans are different from single-employer plans because: (a) assets contributed to the multi-employer plan by one employer may be used to provide benefits to employees of other participating employers, (b) the required member, employer, and State contribution rates are set by the California Legislature, and (c) if MSA 3 chooses to stop participating in the multi-employer plan, it may be required to pay a withdrawal liability to the plan. MSA 3 has no plans to withdraw from this multi-employer plan.

DRAFT 11/15/2018

The details of each plan are as follows:

California State Teachers' Retirement System (CalSTRS)

Plan Description

MSA 3 contributes to the State Teachers Retirement Plan (STRP) administered by the California State Teachers' Retirement System (CalSTRS). STRP is a cost-sharing multiple-employer public employee retirement system defined benefit pension plan. Benefit provisions are established by State statutes, as legislatively amended, within the State Teachers' Retirement Law. According to the most recently available Comprehensive Annual Financial Report and Actuarial Valuation Report for the year ended June 30, 2017, total actuarial value of assets are $180 billion, the actuarial obligation is $287 billion, contributions from all employers totaled $4.0 billion, and the plan is 62.6 percent funded.

A full description of the pension plan regarding benefit provisions, assumptions (for funding, but not accounting purposes), and membership information is listed in the June 30, 2017, annual actuarial valuation report, Defined Benefit Program Actuarial Valuation. This report and CalSTRS audited financial information are publically available reports that can be found on the CalSTRS website under Publications at: http://www.calstrs.com/member-publications.

Benefits Provided

The STRP provides retirement, disability and survivor benefits to beneficiaries. Benefits are based on members' final compensation, age and years of service credit. Members hired on or before December 31, 2012, with five years of credited service are eligible for the normal retirement benefit at age 60. Members hired on or after January 1, 2013, with five years of credited service are eligible for the normal retirement benefit at age 62. The normal retirement benefit is equal to 2.0 percent of final compensation for each year of credited service.

The STRP is comprised of four programs: Defined Benefit Program, Defined Benefit Supplement Program, Cash Balance Benefit Program and Replacement Benefits Program. The STRP holds assets for the exclusive purpose of providing benefits to members and beneficiaries of these programs. CalSTRS also uses plan assets to defray reasonable expenses of administering the STRP. Although CalSTRS is the administrator of the STRP, the State is the sponsor of the STRP and obligor of the trust. In addition, the State is both an employer and nonemployer contributing entity to the STRP.

MSA 3 contributes exclusively to the STRP Defined Benefit Program, thus disclosures are not included for the other plans.

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The STRP provisions and benefits in effect at June 30, 2018, are summarized as follows:

	STRP Defined Benefit Program	
Hire date	December 31, 2012	January 1, 2013
Benefit formula	2% at 60	2% at 62
Benefit vesting schedule	5 years of service	5 years of service
Benefit payments	Monthly for life	Monthly for life
Retirement age	60	62
Monthly benefits as a percentage of eligible compensation	2.0% - 2.4%	2.0% - 2.4%
Required employee contribution rate	10.25%	9.205%
Required employer contribution rate	14.43%	14.43%
Required state contribution rate	9.328%	9.328%

Contributions

Required member, Charter School and State of California contributions rates are set by the California Legislature and Governor and detailed in Teachers' Retirement Law. The contributions rates are expressed as a level percentage of payroll using the entry age normal actuarial method. In accordance with AB 1469, employer contributions into the CalSTRS will be increasing to a total of 19.1 percent of applicable member earnings phased over a seven year period. The contribution rates for each plan for the year ended June 30, 2018, are presented above and MSA 3's total contributions were $223,107.

California Public Employees Retirement System (CalPERS)

Plan Description

Qualified employees are eligible to participate in the School Employer Pool (SEP) under the California Public Employees' Retirement System (CalPERS), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalPERS. Benefit provisions are established by State statutes, as legislatively amended, within the Public Employees' Retirement Law. According to the most recently available Actuarial Valuation Report for the year ended June 30, 2016, the Schools Pool total plan assets are $55.8 billion, the total accrued liability is $77.5 billion, contributions from all employers totaled $1.43 billion, and the plan is 71.9 percent funded.

A full description of the pension plan regarding benefit provisions, assumptions (for funding, but not accounting purposes), and membership information is listed in the June 30, 2016, annual actuarial valuation report, Schools Pool Actuarial Valuation, 2016. This report and CalPERS audited financial information are publically available reports that can be found on the CalPERS website under Forms and Publications at:
https://www.calpers.ca.gov/page/forms-publications.

DRAFT 11/15/2018

Benefits Provided

CalPERS provides service retirement and disability benefits, annual cost of living adjustments and death benefits to plan members, who must be public employees and beneficiaries. Benefits are based on years of service credit, a benefit factor and the member's final compensation. Members hired on or before December 31, 2012, with five years of total service are eligible to retire at age 50 with statutorily reduced benefits. Members hired on or after January 1, 2013, with five years of total service are eligible to retire at age 52 with statutorily reduced benefits. All members are eligible for non-duty disability benefits after five years of service. The Basic Death Benefit is paid to any member's beneficiary if the member dies while actively employed. An employee's eligible survivor may receive the 1957 Survivor Benefit if the member dies while actively employed, is at least age 50 (or 52 for members hired on or after January 1, 2013), and has at least five years of credited service. The cost of living adjustments for each plan are applied as specified by the Public Employees' Retirement Law.

The CalPERS provisions and benefits in effect at June 30, 2018, are summarized as follows:

	School Employer Pool (CalPERS)	
Hire date	December 31,	January 1, 2013
Benefit formula	2% at 55	2% at 62
Benefit vesting schedule	5 years of service	5 years of service
Benefit payments	Monthly for life	Monthly for life
Retirement age	55	62
Monthly benefits as a percentage of eligible compensation	1.1% - 2.5%	1.0% - 2.5%
Required employee contribution rate	7.00%	6.50%
Required employer contribution rate	15.531%	15.531%

Contributions

Section 20814(c) of the California Public Employees' Retirement Law requires that the employer contribution rates for all public employers be determined on an annual basis by the actuary and shall be effective on the July 1 following notice of a change in the rate. Total plan contributions are calculated through the CalPERS annual actuarial valuation process. The actuarially determined rate is the estimated amount necessary to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability. MSA 3 is required to contribute the difference between the actuarially determined rate and the contribution rate of employees. The contributions rates are expressed as percentage of annual payroll. The contribution rates for each plan for the year ended June 30, 2018, are presented above and the total Charter School contributions were $86,521.

On Behalf Payments

The State of California makes contributions to CalSTRS on behalf of the School. These payments consist of State General Fund contributions to CalSTRS in the amount of $139,481 (9.328 percent of salaries subject to CalSTRS). Under accounting principles generally accepted in the United States of America, these amounts are to be reported as revenues and expenditures. Accordingly, these amounts have been recorded in these financial statements.

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MAGNOLIA SCIENCE ACADEMY 3
(A California Nonprofit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2018

NOTE 13 - CONTINGENCIES

Grants

MSA 3 has received State and Federal funds for specific purposes that are subject to review and audit by the grantor agencies. The LAUSD Office of Inspector General has been in the process of reviewing prior year's activity. Per the LAUSD Office of Inspector General letter dated November 6, 2017, "unless the Office of Inspector General receives new information or is directed otherwise by the Board, the office of Inspector General will not be moving forward on this matter at this time". Although such audits could generate disallowances under terms of the grants, it is believed that any reimbursement, if required, would not be material.

Litigation

MSA 3 is not currently a party to any legal proceedings.

NOTE 14 - PARTICIPATION IN JOINT POWERS AUTHORITY

MSA 3 is a participant in the California Charter Schools Joint Powers Authority (CCS-JPA) *dba* CharterSAFE for risk management services for workers' compensation and charter school liability insurance. The relationship between MSA 3 and CharterSAFE is such that CharterSAFE is not considered a component unit of MSA 3 for financial reporting purposes.

CharterSAFE has budgeting and financial reporting requirements independent of member units and CharterSAFE's financial statements are not presented in these financial statements; however, transactions between CharterSAFE and MSA 3 are included in these statements. Audited financial statements for CharterSAFE were not available for fiscal year 2017-2018 at the time this report was issued. However, financial statements should be available from the respective agency.

During the year ended June 30, 2018 and 2017, MSA 3 made payments of $52,039~~43,143~~ and $22,812, respectively, to CharterSAFE for services received. At June 30, 2018 and 2017, respectively, MSA 3 had no recorded accounts receivable or accounts payable to CharterSAFE.

NOTE 15 - SUBSEQUENT EVENTS

MSA 3's management has evaluated events or transactions that may occur for potential recognition or disclosure in the financial statements through _____, 2018, which is the date the financial statements were available to be issued. Management has determined that there were no subsequent events or transactions that would have a material impact on the current year financial.

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SUPPLEMENTARY INFORMATION

DRAFT 11/15/2018

MAGNOLIA SCIENCE ACADEMY 3
(A California Nonprofit Public Benefit Corporation)

LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE
JUNE 30, 2018

ORGANIZATION

Magnolia Science Academy 3 (Charter Number 0917) was granted on December 20, 2016, for a period of five years expiring June 30, 2022, by the Los Angeles County of Education. MSA 3 operates one school, grades six through twelve.

BOARD OF DIRECTORS

MEMBER	OFFICE	TERM EXPIRES
Mr. Saken Sherkhanov	President	December 11, 2018
Rabbi Haim Beliak	Vice-Chair	February 8, 2022
Dr. Charlotte Brimmer	Director	August 10, 2022
Ms. Sandra Covarrubias	Director/Parent	August 10, 2022
Dr. Salih Dikbas	Director	December 10, 2019
Mr. Shohrat Geldiyev	Director	March 11, 2020
Mrs. Diane Gonzalez	Director	December 10, 2019
Mr. Serdar Orazov	Director	September 9, 2020
Dr. Umit Yapanel	Director	October 11, 2022

ADMINISTRATION

A;fredp Rubalcava[1]	Chief Executive Officer, Superintendent
Caprice Young, Ed.D.[2]	Chief Executive Officer, Superintendent
Nanie Montijo	Chief Financial Officer

[1] Effective July 1, 2018
[2] Resigned June 30, 2018

See accompanying note to supplementary information.

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MAGNOLIA SCIENCE ACADEMY 3
(A California Nonprofit Public Benefit Corporation)

SCHEDULE OF AVERAGE DAILY ATTENDANCE FOR THE YEAR ENDED JUNE 30, 2018

	Final Report	
	Second Period Report	Annual Report
Regular ADA		
Sixth	85.04	85.02
Seventh and eighth	170.72	170.42
Ninth through twelfth	185.74	186.84
Total Regular ADA	441.50	442.28
Classroom based ADA		
Sixth	85.04	85.02
Seventh and eighth	170.72	170.42
Ninth through twelfth	185.74	186.84
Total Classroom based ADA	441.50	442.28

MSA 3 did not operate a non-classroom based instruction program.

See accompanying note to supplementary information.

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MAGNOLIA SCIENCE ACADEMY 3
(A California Nonprofit Public Benefit Corporation)

SCHEDULE OF INSTRUCTIONAL TIME
FOR THE YEAR ENDED JUNE 30, 2018

Grade Level	1986-87 Minutes Requirement	2017-18 Actual Minutes	Number of Days		Status
			Traditional Calendar	Multitrack Calendar	
Grades 6 - 8	54,000				
Grade 6		67,024	180	N/A	Complied
Grade 7		67,024	180	N/A	Complied
Grade 8		67,024	180	N/A	Complied
Grades 9 - 12	64,800				
Grade 9		67,024	180	N/A	Complied
Grade 10		67,024	180	N/A	Complied
Grade 11		67,024	180	N/A	Complied
Grade 12		67,024	180	N/A	Complied

See accompanying note to supplementary information.

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MAGNOLIA SCIENCE ACADEMY 3
(A California Nonprofit Public Benefit Corporation)

RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED FINANCIAL STATEMENTS FOR THE YEAR ENDED JUNE 30, 2018

Summarized below are the net assets reconciliations between the Unaudited Actual Financial Report and the audited financial statements.

NET ASSETS	
Net Assets, June 30, 2018, Unaudited Actuals	$ 1,071,973
Increase (Decrease) in:	
Accounts receivable	(3,698)
Intra-company receivable	6,604
(Increase) Decrease in:	
Accounts payable and accruals	(7,989)
Intra-company receivable	(2,905)
Net Assets, June 30, 2018, Audited Financial Statement	$ 1,063,985

See accompanying note to supplementary information.

DRAFT 11/15/2018

MAGNOLIA SCIENCE ACADEMY 3
(A California Nonprofit Public Benefit Corporation)

NOTE TO SUPPLEMENTARY INFORMATION
JUNE 30, 2018

NOTE 1 - PURPOSE OF SUPPLEMENTARY SCHEDULES

Local Education Agency Organization Structure

This schedule provides information about the school operated, members of the governing board, and members of the administration.

Schedule of Average Daily Attendance

Average daily attendance (ADA) is a measurement of the number of pupils attending classes of MSA 3. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of State funds are made to local education agencies. This schedule provides information regarding the attendance of students at various grade levels and in different programs.

Schedule of Instructional Time

This schedule presents information on the amount of instructional time offered by MSA 3 and whether MSA 3 complied with the provisions of *Education Code* Sections 47612 and 47612.5, if applicable.

Charter schools must maintain their instructional minutes at the 1986-87 requirements, as required by *Education Code* Section 47612.5.

Reconciliation of Annual Financial Report With Audited Financial Statements

This schedule provides the information necessary to reconcile the net assets of all funds reported on the Unaudited Actual Financial Report to the audited financial statements.

DRAFT 11/15/2018

INDEPENDENT AUDITOR'S REPORTS

DRAFT 11/15/2018

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Governing Board
Magnolia Science Academy
(A California Nonprofit Public Benefit Corporation)
Carson, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Magnolia Science Academy (MSA 3) which comprise the statement of financial position as of June 30, 2018 and 2017, and the related statements of activities and cash flows for the fiscal year then ended, and the related notes to the financial statements, and have issued our report thereon dated _____, 2018.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered MSA 3's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of MSA 3's internal control. Accordingly, we do not express an opinion on the effectiveness of MSA 3's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of MSA 3's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

DRAFT 11/15/2018

Compliance and Other Matters

As part of obtaining reasonable assurance about whether MSA 3's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

We noted certain matters that we reported to management of MSA 3 in a separate letter dated _____, 2018.

Purpose of This Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of MSA 3's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering MSA 3's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Rancho Cucamonga, California
_____, 2018

DRAFT 11/15/2018

INDEPENDENT AUDITOR'S REPORT ON STATE COMPLIANCE

Governing Board
Magnolia Science Academy
(A California Nonprofit Public Benefit Corporation)
Carson, California

Report on State Compliance

We have audited Magnolia Science Academy's (MSA 3) compliance with the types of compliance requirements as identified in the *2017-2018 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* that could have a direct and material effect on each of MSA 3's State government programs as noted below for the year ended June 30, 2018.

Management's Responsibility

Management is responsible for compliance with the requirements of State laws, regulations, and the terms and conditions of its State awards applicable to its State programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance of each of MSA 3's State programs based on our audit of the types of compliance requirements referred to above. We conducted our audit in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the *2017-2018 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. These standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the compliance requirements referred to above that could have a material effect on the applicable government programs noted below. An audit includes examining, on a test basis, evidence about MSA 3's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinions. Our audit does not provide a legal determination of MSA 3's compliance with those requirements.

Unmodified Opinion

In our opinion, MSA 3 complied, in all material respects, with the compliance requirements referred to above that are applicable to the government programs noted below that were audited for the year ended June 30, 2018.

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In connection with the audit referred to above, we selected and tested transactions and records to determine MSA 3's compliance with the State laws and regulations applicable to the following items:

	Procedures Performed
LOCAL EDUCATION AGENCIES OTHER THAN CHARTER SCHOOLS	
Attendance	No, see below
Teacher Certification and Misassignments	No, see below
Kindergarten Continuance	No, see below
Independent Study	No, see below
Continuation Education	No, see below
Instructional Time	No, see below
Instructional Materials	No, see below
Ratios of Administrative Employees to Teachers	No, see below
Classroom Teacher Salaries	No, see below
Early Retirement Incentive	No, see below
Gann Limit Calculation	No, see below
School Accountability Report Card	No, see below
Juvenile Court Schools	No, see below
Middle or Early College High Schools	No, see below
K-3 Grade Span Adjustment	No, see below
Transportation Maintenance of Effort	No, see below
Apprenticeship: Related and Supplemental Instruction	No, see below
SCHOOL DISTRICTS, COUNTY OFFICES OF EDUCATION, AND CHARTER SCHOOLS	
Educator Effectiveness	Yes
California Clean Energy Jobs Act	Yes
After/Before School Education and Safety Program:	
General Requirements	Yes
After School	Yes
Before School	No, see below
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control Accountability Plan	Yes
Independent Study - Course Based	No, see below
CHARTER SCHOOLS	
Attendance	Yes
Mode of Instruction	Yes
Non Classroom-Based Instruction/Independent Study for Charter Schools	No, see below
Determination of Funding for Non Classroom-Based Instruction	No, see below
Annual Instruction Minutes Classroom-Based	Yes
Charter School Facility Grant Program	No, see below

Programs listed above for local education agencies are not applicable to charter schools; therefore, we did not perform any related procedures.

MSA 3 does not operate a before school program within the After/Before School Education and Safety Program; therefore, we did not perform any related procedures.

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MSA 3 does not operate Independent Study - Course Based instruction; therefore, we did not perform any related procedures.

MSA 3 does not offer Non Classroom-Based Instruction; therefore, we did not perform any procedures related to Non Classroom-Based Instruction/Independent Study for Charter Schools or Determination of Funding for Non Classroom-Based Instruction.

MSA 3 did not receive funding for the Charter School Facility Grant Program; therefore, we did not perform any related procedures.

Rancho Cucamonga, California
_____, 2018

DRAFT 11/15/2018

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

DRAFT 11/15/2018

MAGNOLIA SCIENCE ACADEMY 3
(A California Nonprofit Public Benefit Corporation)

SUMMARY OF AUDITOR'S RESULTS FOR THE YEAR ENDED JUNE 30, 2018

FINANCIAL STATEMENTS

Type of auditor's report issued:	Unmodified
Internal control over financial reporting:	
Material weakness identified?	No
Significant deficiency identified?	None reported
Noncompliance material to financial statements noted?	No

STATE AWARDS

Type of auditor's report issued on compliance for programs:	Unmodified

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MAGNOLIA SCIENCE ACADEMY 3
(A California Nonprofit Public Benefit Corporation)

FINANCIAL STATEMENT FINDINGS
FOR THE YEAR ENDED JUNE 30, 2018

None reported.

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MAGNOLIA SCIENCE ACADEMY 3
(A California Nonprofit Public Benefit Corporation)

STATE AWARDS FINDINGS AND QUESTIONED COSTS FOR THE YEAR ENDED JUNE 30, 2018

None reported.

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MAGNOLIA SCIENCE ACADEMY 3
(A California Nonprofit Public Benefit Corporation)

SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS FOR THE YEAR ENDED JUNE 30, 2018

There were no audit findings reported in the prior year.

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Governing Board
Magnolia Science Academy 3
(A California Nonprofit Public Benefit Corporation)
Carson, California

In planning and performing our audit of the financial statements of Magnolia Science Academy 3 (MSA 3), for the year ended June 30, 2018, we considered its internal control structure in order to determine our auditing procedures for the purpose of expressing our opinion on the financial statements and not to provide assurance on the internal control structure.

We are pleased to report there are no matters to note for MSA 3 for the year ended June 30, 2018.

Rancho Cucamonga, California
_____, 2018

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MAGNOLIA SCIENCE ACADEMY 4
(A California Nonprofit Public Benefit Corporation)

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DRAFT 11/15/2018

INDEPENDENT AUDITOR'S REPORT

Governing Board
Magnolia Science Academy 4
(A California Nonprofit Public Benefit Corporation)
Los Angeles, California

Report on the Financial Statements

We have audited the accompanying financial statements of Magnolia Science Academy 4 (MSA 4) (A California Nonprofit Public Benefit Corporation), which are comprised of the statement of financial position as of June 30, 2018 and 2017, and the related statements of activities and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards,* issued by the Comptroller General of the United States; and the *2017-2018 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting,* issued by the California Education Audit Appeals Panel as regulations. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to MSA 4's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of MSA 4's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

DRAFT 11/15/2018

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of MSA 4, as of June 30, 2018 and 2017, and the changes in its net assets, and its cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Other Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying supplementary information as listed on the table of contents are presented for purposes of additional analysis and are not a required part of the financial statements.

The accompanying supplementary information is the responsibility of management, and was derived from, and relates directly to the underlying accounting and other records used to prepare the financial statements. Such information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the accompanying supplementary information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated _____, 2018, on our consideration of MSA 4's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of MSA 4's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering MSA 4's internal control over financial reporting and compliance.

Rancho Cucamonga, California
_____, 2018

DRAFT 11/15/2018

FINANCIAL STATEMENTS

DRAFT 11/15/2018

MAGNOLIA SCIENCE ACADEMY 4
(A California Nonprofit Public Benefit Corporation)

STATEMENT OF FINANCIAL POSITION
(With comparative financial information at June 30, 2017)

JUNE 30, 2018

	2018	2017
ASSETS		
Current Assets:		
Cash and cash equivalents	$ 1,336,770	$ 776,350
Accounts receivable	156,659	175,940
Intra-company receivable	936	253,943
Prepaid expenses and other current assets	377	8,944
Total Current Assets	1,494,742	1,215,177
Non-Current Assets:		
Fixed assets	178,296	169,911
Less: accumulated depreciation	(131,837)	(116,181)
Total Non-Current Assets	46,459	53,730
Total Assets	$ 1,541,201	$ 1,268,907
LIABILITIES		
Current Liabilities		
Accounts payable and accruals	$ 70,621	$ 210,556
Intra-company payable	66	28,192
Total Current Liabilities	70,687	238,748
NET ASSETS		
Unrestricted	1,205,407	906,855
Designated	265,107	123,304
Total Net Assets	1,470,514	1,030,159
Total Liabilities and Net Assets	$ 1,541,201	$ 1,268,907

The accompanying notes are an integral part of these financial statements.

DRAFT 11/15/2018

MAGNOLIA SCIENCE ACADEMY 4
(A California Nonprofit Public Benefit Corporation)

STATEMENT OF ACTIVITIES
(With comparative financial information at June 30, 2017)

FOR THE YEAR ENDED JUNE 30, 2018

	2018	2017
CHANGES IN UNRESTRICTED NET ASSETS		
Unrestricted revenues:		
State apportionments	$ 1,713,551	$ 1,828,007
Federal revenue	243,319	216,088
Other State revenue	444,462	331,828
Local revenue	45,510	51,712
Total Revenues	2,446,842	2,427,635
EXPENSES		
Program services:		
Salaries and benefits	1,005,461	1,053,767
Student services	173,790	218,254
Materials and supplies	29,527	17,584
Student nutrition	64,698	51,818
Other expenses	38,253	40,550
Subtotal	1,311,729	1,381,973
Management and general:		
Salaries and benefits	$ 247,132	$ 263,442
Depreciation	15,656	15,656
Management fee	82,190	90,995
Occupancy	134,184	104,583
Operating expenses	215,596	203,317
Subtotal	694,758	677,993
Total Expenses	2,006,487	2,059,966
CHANGE IN UNRESTRICTED NET ASSETS	440,355	367,669
NET ASSETS, BEGINNING OF YEAR	1,030,159	662,490
NET ASSETS, END OF YEAR	$ 1,470,514	$ 1,030,159

The accompanying notes are an integral part of these financial statements.

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MAGNOLIA SCIENCE ACADEMY 4
(A California Nonprofit Public Benefit Corporation)

STATEMENT OF CASH FLOWS
(With comparative financial information at June 30, 2017)

FOR THE YEAR ENDED JUNE 30, 2018

	2018	2017
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in unrestricted net assets	$ 440,355	$ 367,669
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation expense	15,656	15,655
Changes in operating assets and liabilities:		
(Increase) Decrease in assets		
Accounts receivable	19,281	22,778
Intra-company receivable	251,609	(50,615)
Prepaid expenses and other current assets	8,567	(3,320)
Increase (Decrease) in liabilities		
Accounts payable and accruals	(138,537)	68,634
Intra-company payable	(28,126)	(133,713)
Net Cash Provided by Operating Activities	568,805	287,088
CASH FLOWS FROM INVESTING ACTIVITIES		
Capital expenditures	(8,385)	(5,241)
NET CHANGE IN CASH	560,420	281,847
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	776,350	494,503
CASH AND CASH EQUIVALENTS, END OF YEAR	$ 1,336,770	$ 776,350
Supplemental cash flow disclosure:		
Cash paid during the period for interest	$ -	$ -

The accompanying notes are an integral part of these financial statements.

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MAGNOLIA SCIENCE ACADEMY 4
(A California Nonprofit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2018

NOTE 1 - ORGANIZATION AND MISSION

Magnolia Science Academy 4

Charter school number authorized by the State: 0986

Magnolia Science Academy 4 (MSA 4) is a charter school located in Los Angeles, California that provides sixth through twelfth grade education to approximately 185 students. MSA 4 was created under the approval of the Los Angeles Unified School District (LAUSD) and the California State Board of Education, and receives public per-pupil funding to help support their operation. MSA 4 was granted a five year extension through June 30, 2025. MSA 4 is economically dependent on Federal and State funding.

Magnolia Educational and Research Foundation

MSA 4 is an integral part of Magnolia Educational and Research Foundation (Foundation), which also serves as MSA 4's Charter School Management Organization (CMO) that manages MSA 4's nonacademic operation such as financial, general administration, and human resource management. MSA 4's financial statements are included in the consolidated financial statements of Magnolia Educational and Research Foundation.

Other Related Entities

Joint Powers Agency and Risk Management Pools - MSA 4 is associated with the California Charter Schools Joint Powers Authority (CCS-JPA) *dba* CharterSAFE. CharterSAFE does not meet the criteria for inclusion as a component unit of MSA 4. Additional information is presented in Note 14 to the financial statements.

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The significant policies followed by MSA 4 are described below to enhance the financial statements.

Financial Statement Presentation

MSA 4 is required to report information about its financial position and activities in three classes of net assets: unrestricted, temporarily restricted, and permanently restricted net assets. MSA 4 had no temporarily or permanently restricted net assets as of June 30, 2018 and 2017, respectively. In addition, MSA 4 is required to present a statement of cash flows.

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MAGNOLIA SCIENCE ACADEMY 4
(A California Nonprofit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2018

Accounting Method - Basis of Accounting

The financial statements were prepared in accordance with accounting principles generally accepted in the United States of America as applicable to not-for-profit organizations. Basis of accounting refers to the situation when revenues and expenses are recognized in the accounts and reported on the financial statements. Basis of accounting relates to the timing of measurement made, regardless of the measurement focus applied. MSA 4 uses the accrual basis of accounting. Revenues are recognized when they are earned and expenditures are recognized in the accounting period in which the liability is incurred.

Revenue Recognition

Contributions received are recorded as unrestricted, temporarily restricted, or permanently restricted depending upon the existence and/or nature of any donor restrictions.

All donor-restricted contributions are recorded as increases in temporarily or permanently restricted net assets depending on the nature of the restriction. When a restriction expires, either by the passage of time or the purpose is satisfied, the temporarily restricted net assets are reclassified to unrestricted net assets and reported in the *Statement of Activities* as "net assets released from restrictions." During 2017-2018, MSA 4 did not receive any donor-restricted contributions.

Income Taxes

MSA 4 is a non-profit public benefit corporation that is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code and classified by the Internal Revenue Service as other than a private foundation and qualifies for deductible contributions as provided in Section 170(b) (1) (A) (vi). It is also exempt from State franchise and income taxes under Section 23701(d) of the California Revenue and Taxation Code. Accordingly, no provision for income taxes has been reflected in these financial statements. Income tax returns for 2014 and forward may be audited by regulatory agencies; however, MSA 4 is not aware of any such actions at this time.

MSA 4 has adopted Financial Accounting Standards Board (FASB) Accounting Standards Codification (ASC) Topic 740 that clarifies the accounting for uncertainty in tax positions taken or expected to be taken on a tax return and provides that the tax effects from an uncertain tax position can be recognized in the financial statements only if, based on its merits, the position is more likely than not to be sustained on audit by the taxing authorities. Management believes that all tax positions taken to date are highly certain, and, accordingly, no accounting adjustment has been made to the financial statements.

Cash

For purposes of the Statement of Cash Flows, MSA 4 considers all highly liquid investments available for current use with an initial maturity of three months or less to be cash equivalents.

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MAGNOLIA SCIENCE ACADEMY 4
(A California Nonprofit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2018

Accounts Receivable

Accounts receivable are stated at the amount management expects to collect from the outstanding balance. Management provides an analysis of the probable collection of the accounts through a provision for bad debt expense and an adjustment to a valuation allowance. At June 30, 2018 and 2017, respectively, management determined that all accounts receivable are fully collectible, and no allowance for bad debts has been established.

Prepaid Expenses

Prepaid expenses represent amounts paid in advance of receiving goods or services. MSA 4 has reported prepaid items either when purchased or during the benefiting period.

Fixed Assets

All assets with a useful life of greater than one year and costing more than $5,000 will be capitalized and (except for land) will be recorded in the depreciation records. Property and equipment is capitalized at cost or fair market value on the date of receipt in the case of donated property. Depreciation is provided on the straight-line method over the estimated useful lives of the assets ranging from 3 to 10 years. Bulk computer, software, and other technology purchases with an aggregate value of $25,000 or more are captured as fixed assets regardless of individual price of item. In addition, remodeling modifications and replacement costs of integral structural components are only capitalized when such costs incurred exceed $50,000. Leasehold improvements are depreciated over the lease term (including options) or the useful life. Major additions are capitalized, and repairs and maintenance that do not improve or extend the life of the assets are expensed. When assets are sold or retired, their cost and the related accumulated depreciation are removed from the accounts with the resulting gain or loss reflected in the Statement of Activities. Depreciation expense for the year ended June 30, 2018 and 2017, was $15,656 and $15,656, respectively.

Donated Services, Goods, and Facilities

A substantial number of volunteers have donated their time and experience to MSA 4's program services and fundraising campaigns during the year. However, these donated services are not reflected in the financial statements since there is no readily determined method of valuing the services.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities, and disclosure of contingent assets and liabilities, at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

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Net Asset Classes

Magnolia Science Academy 4 is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted, temporarily restricted and permanently restricted.

Net assets of the Magnolia Science Academy 4 consist of the following:

Unrestricted - All resources over which the governing board has discretionary control to use in carrying on the general operations of MSA 4.

Temporarily restricted - These net assets are restricted by donors to be used for specific purposes. MSA 4 does not have temporarily restricted net assets.

Permanently restricted - These net assets are permanently restricted by donors and cannot be used by the school. MSA 4 does not have permanently restricted net assets.

Unrestricted/Designated Net Assets

Designations of the ending net assets indicate tentative plans for financial resource utilization in a future period. As of June 30, 2018 and 2017, MSA 4 has a $265,107 and $123,304, respectively, designated balance for California Clean Energy Jobs Act, Educator Effectiveness, and College Readiness funds.

Intra-company Receivable/Payable

Intra-company receivable/payable results from a net cumulative difference between resources provided by the Foundation to MSA 4 and reimbursement for those resources.

New Accounting Pronouncements

In February 2016, FASB issued Accounting Standards Update (ASU) 2016-02, *Leases* (ASU 2016-02). ASU 2016-02 requires a lessee to recognize a lease asset representing its right to use the underlying asset for the lease term, and a lease liability for the payments to be made to lessor, on its statement of financial position for all operating leases greater than 12 months. ASU 2016-02 will be effective for fiscal years, and interim periods within those fiscal years, beginning after December 15, 2019. Although the full impact of this Update on the Organization's financial statements has not yet been determined, the future adoption of this guidance will require the Organization to record assets and liabilities on its statement of financial position relating to facility and other leases currently being accounted for as operating leases.

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In August 2016, the FASB issued ASU No. 2016-14, *Not-for-Profit Entities (Topic 958): Presentation of Financial Statements of Not-for-Profit Entities* (ASU 2016-14). ASU 2016-14 change presentation and disclosure requirements for not-for-profit entities to provide more relevant information about their resources (and the changes in those resources) to donors, grantors, creditors, and other users. These include qualitative and quantitative requirements in the following areas: (1) net asset classes; (2) investment return; (3) expenses; (4) liquidity and availability of resources; and (5) presentation of operating cash flows. ASU 2016-14 will be effective for annual financial statements issued for fiscal years beginning after December 15, 2017, and for interim periods within fiscal years beginning after December 15, 2018. Early application of the amendments is permitted. The Organization has not yet completed its assessment of the impact of this guidance on its financial statements. Under this guidance, the Organization will be required to present two classes of net assets (net assets with donor restrictions and net assets without donor restrictions) and changes in each of these two classes, on the face of the statement of financial position and statement of activities, respectively, rather than the current required three classes (unrestricted, temporarily restricted, and permanently restricted).

NOTE 3 - CASH AND CASH EQUIVALENTS

Cash at June 30, 2018 and 2017, consisted of the following:

	June 30, 2018		June 30, 2017	
	Reported Amount	Bank Balance	Reported Amount	Bank Balance
Deposits				
Cash on hand and in banks	$ 1,336,770	$ 1,414,246	$ 776,350	$ 801,382

Cash balances held in banks are insured up to $250,000 by the Federal Deposit Insurance Corporation (FDIC). MSA 4 maintains its cash in bank deposit accounts that at times may exceed insured limits. MSA 4 has not experienced any losses in such accounts. At June 30, 2018 and 2017, MSA 4 had $1,391,479 and $780,738, respectively, in excess of insured limits.

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MAGNOLIA SCIENCE ACADEMY 4
(A California Nonprofit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2018

NOTE 4 - ACCOUNTS RECEIVABLE

Accounts receivable at June 30, 2018 and 2017, consisted of the following:

	2018	2017
State principal apportionment	$ 70,394	$ 124,430
Due from other agencies	-	1,124
Federal receivable	49,072	32,350
State receivable	22,095	351
Lottery	14,885	17,685
Other	213	-
Total Accounts Receivable	$ 156,659	$ 175,940

NOTE 5 - INTRA–COMPANY RECEIVABLE

The June 30, 2018, intra-company receivable results from a net cumulative difference between resources provided by Magnolia Educational and Research Foundation (Foundation) to MSA 4 and reimbursement for those resources from MSA 4 to the Foundation, and cash transfers for cash flow purposes. MSA 4 and the Foundation are related because they are the same legal entity; share the same tax identification number, governed by the same board of directors and share key management personnel. At June 30, 2018 and 2017, MSA 4 had an intra-company receivable balance of $936 and $253,943, respectively, from the Foundation.

NOTE 6 - PREPAID EXPENSES AND SECURITY DEPOSITS

Prepaid expenses at June 30, 2018 and 2017, consisted of the following:

	2018	2017
Prepaid rent, security deposit, insurance, and miscellaneous vendors	$ 377	$ 8,944

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MAGNOLIA SCIENCE ACADEMY 4
(A California Nonprofit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2018

NOTE 7 - FIXED ASSETS

Fixed assets at June 30, 2018 and 2017, consisted of the following:

	2018	2017
Computer and equipment	$ 164,670	$ 169,911
Work in progress	13,626	-
Subtotal	178,296	169,911
Less: accumulated depreciation	(131,837)	(116,181)
Total Fixed Assets	$ 46,459	$ 53,730

During the year ended June 30, 2018 and 2017, $15,656 and $15,656, respectively, was charged to depreciation expense.

NOTE 8 - ACCOUNTS PAYABLE AND ACCRUALS

Accounts payable at June 30, 2018 and 2017, consisted of the following:

	2018	2017
Salaries and benefits	$ 35,401	$ 23,904
Vendor payables	35,192	183,640
Due to other agencies	28	3,012
Total Accounts Payable	$ 70,621	$ 210,556

NOTE 9 - INTRA-COMPANY PAYABLE

The June 30, 2018, intra-company payable results from a net cumulative difference between resources provided by Magnolia Educational and Research Foundation (Foundation) to MSA 4 and reimbursement for those resources from MSA 4 to the Foundation, and cash transfers for cash flow purposes. MSA 4 and the Foundation are related because they are the same legal entity; share the same tax identification number, governed by the same board of directors and share key management personnel. At June 30, 2018 and 2017, MSA 4 had an intra-company payable balance of $66 and $28,192, respectively, from the Foundation.

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NOTE 10 - FACILITIES USE AGREEMENT

Magnolia Science Academy 4 renewed a Facilities Use Agreement with LAUSD for the sole purpose of operating MSA 4 education programs and related charter school activities. The terms of this agreement are renewed annually and include rental fees that shall be paid on the first of every month. The Pro-Rata Share of Facilities Cost for the year ended June 30, 2018 and 2017, was $134,184 and $145,840, respectively.

NOTE 11 - RELATED PARTY TRANSACTIONS

MSA 4 is part of the Foundation. MSA 4 pays the Foundation management fees for services received. The amount is calculated based on management assessment. The amount of management fees paid to the Foundation for fiscal year ended June 30, 2018 and 2017, was $82,190 and $90,995, respectively.

NOTE 12 - EMPLOYEE RETIREMENT SYSTEMS

Qualified employees are covered under multiple-employer defined benefit pension plans maintained by agencies of the State of California. Academic employees are members of the California State Teachers' Retirement System (CalSTRS) and classified employees are members of the California Public Employees' Retirement System (CalPERS).

The risks of participating in these multi-employer defined benefit pension plans are different from single-employer plans because: (a) assets contributed to the multi-employer plan by one employer may be used to provide benefits to employees of other participating employers, (b) the required member, employer, and State contribution rates are set by the California Legislature, and (c) if MSA 4 chooses to stop participating in the multi-employer plan, it may be required to pay a withdrawal liability to the plan. MSA 4 has no plans to withdraw from this multi-employer plan.

The details of each plan are as follows:

California State Teachers' Retirement System (CalSTRS)

Plan Description

MSA 4 contributes to the State Teachers Retirement Plan (STRP) administered by the California State Teachers' Retirement System (CalSTRS). STRP is a cost-sharing multiple-employer public employee retirement system defined benefit pension plan. Benefit provisions are established by State statutes, as legislatively amended, within the State Teachers' Retirement Law. According to the most recently available Comprehensive Annual Financial Report and Actuarial Valuation Report for the year ended June 30, 2017, total actuarial value of assets are $180 billion, the actuarial obligation is $287 billion, contributions from all employers totaled $4.0 billion, and the plan is 62.6 percent funded.

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MAGNOLIA SCIENCE ACADEMY 4
(A California Nonprofit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2018

A full description of the pension plan regarding benefit provisions, assumptions (for funding, but not accounting purposes), and membership information is listed in the June 30, 2017, annual actuarial valuation report, Defined Benefit Program Actuarial Valuation. This report and CalSTRS audited financial information are publically available reports that can be found on the CalSTRS website under Publications at: http://www.calstrs.com/member-publications.

Benefits Provided

The STRP provides retirement, disability and survivor benefits to beneficiaries. Benefits are based on members' final compensation, age and years of service credit. Members hired on or before December 31, 2012, with five years of credited service are eligible for the normal retirement benefit at age 60. Members hired on or after January 1, 2013, with five years of credited service are eligible for the normal retirement benefit at age 62. The normal retirement benefit is equal to 2.0 percent of final compensation for each year of credited service.

The STRP is comprised of four programs: Defined Benefit Program, Defined Benefit Supplement Program, Cash Balance Benefit Program and Replacement Benefits Program. The STRP holds assets for the exclusive purpose of providing benefits to members and beneficiaries of these programs. CalSTRS also uses plan assets to defray reasonable expenses of administering the STRP. Although CalSTRS is the administrator of the STRP, the State is the sponsor of the STRP and obligor of the trust. In addition, the State is both an employer and nonemployer contributing entity to the STRP.

MSA 4 contributes exclusively to the STRP Defined Benefit Program, thus disclosures are not included for the other plans.

The STRP provisions and benefits in effect at June 30, 2018, are summarized as follows:

	STRP Defined Benefit Program	
Hire date	December 31, 2012	January 1, 2013
Benefit formula	2% at 60	2% at 62
Benefit vesting schedule	5 years of service	5 years of service
Benefit payments	Monthly for life	Monthly for life
Retirement age	60	62
Monthly benefits as a percentage of eligible compensation	2.0% - 2.4%	2.0% - 2.4%
Required employee contribution rate	10.25%	9.205%
Required employer contribution rate	14.43%	14.43%
Required state contribution rate	9.328%	9.328%

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Contributions

Required member, Charter School and State of California contributions rates are set by the California Legislature and Governor and detailed in Teachers' Retirement Law. The contributions rates are expressed as a level percentage of payroll using the entry age normal actuarial method. In accordance with AB 1469, employer contributions into the CalSTRS will be increasing to a total of 19.1 percent of applicable member earnings phased over a seven year period. The contribution rates for each plan for the year ended June 30, 2018, are presented above and MSA 4's total contributions were $90,278.

California Public Employees Retirement System (CalPERS)

Plan Description

Qualified employees are eligible to participate in the School Employer Pool (SEP) under the California Public Employees' Retirement System (CalPERS), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalPERS. Benefit provisions are established by State statutes, as legislatively amended, within the Public Employees' Retirement Law. According to the most recently available Actuarial Valuation Report for the year ended June 30, 2016, the Schools Pool total plan assets are $55.8 billion, the total accrued liability is $77.5 billion, contributions from all employers totaled $1.43 billion, and the plan is 71.9 percent funded.

A full description of the pension plan regarding benefit provisions, assumptions (for funding, but not accounting purposes), and membership information is listed in the June 30, 2016, annual actuarial valuation report, Schools Pool Actuarial Valuation, 2016. This report and CalPERS audited financial information are publically available reports that can be found on the CalPERS website under Forms and Publications at:
https://www.calpers.ca.gov/page/forms-publications.

Benefits Provided

CalPERS provides service retirement and disability benefits, annual cost of living adjustments and death benefits to plan members, who must be public employees and beneficiaries. Benefits are based on years of service credit, a benefit factor and the member's final compensation. Members hired on or before December 31, 2012, with five years of total service are eligible to retire at age 50 with statutorily reduced benefits. Members hired on or after January 1, 2013, with five years of total service are eligible to retire at age 52 with statutorily reduced benefits. All members are eligible for non-duty disability benefits after five years of service. The Basic Death Benefit is paid to any member's beneficiary if the member dies while actively employed. An employee's eligible survivor may receive the 1957 Survivor Benefit if the member dies while actively employed, is at least age 50 (or 52 for members hired on or after January 1, 2013), and has at least five years of credited service. The cost of living adjustments for each plan are applied as specified by the Public Employees' Retirement Law.

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The CalPERS provisions and benefits in effect at June 30, 2018, are summarized as follows:

	School Employer Pool (CalPERS)	
Hire date	December 31,	January 1, 2013
Benefit formula	2% at 55	2% at 62
Benefit vesting schedule	5 years of service	5 years of service
Benefit payments	Monthly for life	Monthly for life
Retirement age	55	62
Monthly benefits as a percentage of eligible compensation	1.1% - 2.5%	1.0% - 2.5%
Required employee contribution rate	7.00%	6.50%
Required employer contribution rate	15.531%	15.531%

Contributions

Section 20814(c) of the California Public Employees' Retirement Law requires that the employer contribution rates for all public employers be determined on an annual basis by the actuary and shall be effective on the July 1 following notice of a change in the rate. Total plan contributions are calculated through the CalPERS annual actuarial valuation process. The actuarially determined rate is the estimated amount necessary to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability. MSA 4 is required to contribute the difference between the actuarially determined rate and the contribution rate of employees. The contributions rates are expressed as percentage of annual payroll. The contribution rates for each plan for the year ended June 30, 2018, are presented above and the total Charter School contributions were $11,951.

On Behalf Payments

The State of California makes contributions to CalSTRS on behalf of the School. These payments consist of State General Fund contributions to CalSTRS in the amount of $63,150 (9.328 percent of salaries subject to CalSTRS). Under accounting principles generally accepted in the United States of America, these amounts are to be reported as revenues and expenditures. Accordingly, these amounts have been recorded in these financial statements.

NOTE 13 - CONTINGENCIES

Grants

MSA 4 has received State and Federal funds for specific purposes that are subject to review and audit by the grantor agencies. The LAUSD Office of Inspector General has been in the process of reviewing prior year's activity. Per the LAUSD Office of Inspector General letter dated November 6, 2017, "unless the Office of Inspector General receives new information or is directed otherwise by the Board, the office of Inspector General will not be moving forward on this matter at this time". Although such audits could generate disallowances under terms of the grants, it is believed that any reimbursement, if required, would not be material.

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Litigation

MSA 4 is not currently a party to any legal proceedings.

NOTE 14 - PARTICIPATION IN JOINT POWERS AUTHORITY

MSA 4 is a participant in the California Charter Schools Joint Powers Authority (CCS-JPA) *dba* CharterSAFE for risk management services for workers' compensation and charter school liability insurance. The relationship between MSA 4 and CharterSAFE is such that CharterSAFE is not considered a component unit of MSA 4 for financial reporting purposes.

CharterSAFE has budgeting and financial reporting requirements independent of member units and CharterSAFE's financial statements are not presented in these financial statements; however, transactions between CharterSAFE and MSA 4 are included in these statements. Audited financial statements for CharterSAFE were not available for fiscal year 2017-2018 at the time this report was issued. However, financial statements should be available from the respective agency.

During the year ended June 30, 2018 and 2017, MSA 4 made payments of $21,542 and $11,054, respectively, to CharterSAFE for services received. At June 30, 2018 and 2017, respectively, MSA 4 had no recorded accounts receivable or accounts payable to CharterSAFE.

NOTE 15 - SUBSEQUENT EVENTS

MSA 4's management has evaluated events or transactions that may occur for potential recognition or disclosure in the financial statements through _____, 2018, which is the date the financial statements were available to be issued. Management has determined that there were no subsequent events or transactions that would have a material impact on the current year financial.

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SUPPLEMENTARY INFORMATION

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MAGNOLIA SCIENCE ACADEMY 4
(A California Nonprofit Public Benefit Corporation)

LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE
JUNE 30, 2018

ORGANIZATION

Magnolia Science Academy 4 (Charter Number 0986) was granted on May 8, 2008, by the Los Angeles Unified School District. MSA 4 operates one school, grades six through twelve.

BOARD OF DIRECTORS

MEMBER	OFFICE	TERM EXPIRES
Mr. Saken Sherkhanov	President	December 11, 2018
Rabbi Haim Beliak	Vice-Chair	February 8, 2022
Dr. Charlotte Brimmer	Director	August 10, 2022
Ms. Sandra Covarrubias	Director/Parent	August 10, 2022
Dr. Salih Dikbas	Director	December 10, 2019
Mr. Shohrat Glediyev	Director	March 11, 2020
Mrs. Diane Gonzalez	Director	December 10, 2019
Mr. Serdar Orazov	Director	September 9, 2020
Dr. Umit Yapanel	Director	October 11, 2022

ADMINISTRATION

Alfredo Rubalcava[1]	Chief Executive Officer, Superintendent
Caprice Young, Ed.D.[2]	Chief Executive Officer, Superintendent
Nanie Montijo	Chief Financial Officer

[1] Effective July 1, 2018
[2] Resigned June 30, 2018

See accompanying note to supplementary information.

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MAGNOLIA SCIENCE ACADEMY 4
(A California Nonprofit Public Benefit Corporation)

SCHEDULE OF AVERAGE DAILY ATTENDANCE FOR THE YEAR ENDED JUNE 30, 2018

	Final Report	
	Second Period Report	Annual Report
Regular ADA		
Sixth	3.77	3.89
Seventh and eighth	41.70	42.70
Ninth through twelfth	122.40	123.06
Total Regular ADA	167.87	169.65
Classroom based ADA		
Sixth	3.77	3.89
Seventh and eighth	41.70	42.70
Ninth through twelfth	122.40	123.06
Total Classroom based ADA	167.87	169.65

MSA 4 did not operate a non-classroom based instruction program.

See accompanying note to supplementary information.

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MAGNOLIA SCIENCE ACADEMY 4
(A California Nonprofit Public Benefit Corporation)

SCHEDULE OF INSTRUCTIONAL TIME
FOR THE YEAR ENDED JUNE 30, 2018

Grade Level	1986-87 Minutes Requirement	2017-18 Actual Minutes	Number of Days		Status
			Traditional Calendar	Multitrack Calendar	
Grades 6 - 8	54,000				
Grade 6		65,447	180	N/A	Complied
Grade 7		65,447	180	N/A	Complied
Grade 8		65,447	180	N/A	Complied
Grades 9 - 12	64,800				
Grade 9		65,447	180	N/A	Complied
Grade 10		65,447	180	N/A	Complied
Grade 11		65,447	180	N/A	Complied
Grade 12		65,447	180	N/A	Complied

See accompanying note to supplementary information.

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MAGNOLIA SCIENCE ACADEMY 4
(A California Nonprofit Public Benefit Corporation)

RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED FINANCIAL STATEMENTS FOR THE YEAR ENDED JUNE 30, 2018

Summarized below are the net assets reconciliations between the Unaudited Actual Financial Report and the audited financial statements.

NET ASSETS	
Net Assets, June 30, 2018, Unaudited Actuals	$ 1,493,108
Increase (Decrease) in:	
Intra-company receivable	1,764
(Increase) Decrease in:	
Intra-company payable	(66)
Accounts payable and accruals	(24,292)
Net Assets, June 30, 2018, Audited Financial Statement	$ 1,470,514

See accompanying note to supplementary information.

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MAGNOLIA SCIENCE ACADEMY 4
(A California Nonprofit Public Benefit Corporation)

NOTE TO SUPPLEMENTARY INFORMATION
JUNE 30, 2018

NOTE 1 - PURPOSE OF SUPPLEMENTARY SCHEDULES

Local Education Agency Organization Structure

This schedule provides information about the school operated, members of the governing board, and members of the administration.

Schedule of Average Daily Attendance

Average daily attendance (ADA) is a measurement of the number of pupils attending classes of MSA 4. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of State funds are made to local education agencies. This schedule provides information regarding the attendance of students at various grade levels and in different programs.

Schedule of Instructional Time

This schedule presents information on the amount of instructional time offered by MSA 4 and whether MSA 4 complied with the provisions of *Education Code* Sections 47612 and 47612.5, if applicable.

Charter schools must maintain their instructional minutes at the 1986-87 requirements, as required by *Education Code* Section 47612.5.

Reconciliation of Annual Financial Report With Audited Financial Statements

This schedule provides the information necessary to reconcile the net assets of all funds reported on the Unaudited Actual Financial Report to the audited financial statements.

DRAFT 11/15/2018

INDEPENDENT AUDITOR'S REPORTS

DRAFT 11/15/2018

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Governing Board
Magnolia Science Academy 4
(A California Nonprofit Public Benefit Corporation)
Los Angeles, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Magnolia Science Academy 4 (MSA 4) which comprise the statement of financial position as of June 30, 2018 and 2017, and the related statements of activities and cash flows for the fiscal year then ended, and the related notes to the financial statements, and have issued our report thereon dated _____, 2018.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered MSA 4's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of MSA 4's internal control. Accordingly, we do not express an opinion on the effectiveness of MSA 4's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of MSA 4's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

DRAFT 11/15/2018

Compliance and Other Matters

As part of obtaining reasonable assurance about whether MSA 4's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

We noted certain matters that we reported to management of MSA 4 in a separate letter dated _____, 2018.

Purpose of This Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of MSA 4's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering MSA 4's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Rancho Cucamonga, California
_____, 2018

DRAFT 11/15/2018

INDEPENDENT AUDITOR'S REPORT ON STATE COMPLIANCE

Governing Board
Magnolia Science Academy 4
(A California Nonprofit Public Benefit Corporation)
Los Angeles, California

Report on State Compliance

We have audited Magnolia Science Academy 4's (MSA 4) compliance with the types of compliance requirements as identified in the *2017-2018 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* that could have a direct and material effect on each of MSA 4's State government programs as noted below for the year ended June 30, 2018.

Management's Responsibility

Management is responsible for compliance with the requirements of State laws, regulations, and the terms and conditions of its State awards applicable to its State programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance of each of MSA 4's State programs based on our audit of the types of compliance requirements referred to above. We conducted our audit in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the *2017-2018 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. These standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the compliance requirements referred to above that could have a material effect on the applicable government programs noted below. An audit includes examining, on a test basis, evidence about MSA 4's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinions. Our audit does not provide a legal determination of MSA 4's compliance with those requirements.

Unmodified Opinion

In our opinion, MSA 4 complied, in all material respects, with the compliance requirements referred to above that are applicable to the government programs noted below that were audited for the year ended June 30, 2018,

In connection with the audit referred to above, we selected and tested transactions and records to determine MSA 4's compliance with the State laws and regulations applicable to the following items:

DRAFT 11/15/2018

	Procedures Performed
LOCAL EDUCATION AGENCIES OTHER THAN CHARTER SCHOOLS	
Attendance	No, see below
Teacher Certification and Misassignments	No, see below
Kindergarten Continuance	No, see below
Independent Study	No, see below
Continuation Education	No, see below
Instructional Time	No, see below
Instructional Materials	No, see below
Ratios of Administrative Employees to Teachers	No, see below
Classroom Teacher Salaries	No, see below
Early Retirement Incentive	No, see below
Gann Limit Calculation	No, see below
School Accountability Report Card	No, see below
Juvenile Court Schools	No, see below
Middle or Early College High Schools	No, see below
K-3 Grade Span Adjustment	No, see below
Transportation Maintenance of Effort	No, see below
Apprenticeship: Related and Supplemental Instruction	No, see below
SCHOOL DISTRICTS, COUNTY OFFICES OF EDUCATION, AND CHARTER SCHOOLS	
Educator Effectiveness	Yes
California Clean Energy Jobs Act	Yes
After/Before School Education and Safety Program:	
General Requirements	No, see below
After School	No, see below
Before School	No, see below
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control Accountability Plan	Yes
Independent Study - Course Based	No, see below
CHARTER SCHOOLS	
Attendance	Yes
Mode of Instruction	Yes
Non Classroom-Based Instruction/Independent Study for Charter Schools	No, see below
Determination of Funding for Non Classroom-Based Instruction	No, see below
Annual Instruction Minutes Classroom-Based	Yes
Charter School Facility Grant Program	No, see below

Programs listed above for local education agencies are not applicable to charter schools; therefore, we did not perform any related procedures.

MSA 4 does not operate a before or after school program within the After/Before School Education and Safety Program; therefore, we did not perform any related procedures.

MSA 4 does not operate Independent Study – Course Based instruction; therefore, we did not perform any related procedures.

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MSA 4 does not offer Non Classroom-Based Instruction; therefore, we did not perform any procedures related to Non Classroom-Based Instruction/Independent Study for Charter Schools or Determination of Funding for Non Classroom-Based Instruction.

MSA 4 did not receive funding for the Charter School Facility Grant Program; therefore, we did not perform any related procedures.

Rancho Cucamonga, California
_____, 2018

DRAFT 11/15/2018

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

DRAFT 11/15/2018

MAGNOLIA SCIENCE ACADEMY 4
(A California Nonprofit Public Benefit Corporation)

SUMMARY OF AUDITOR'S RESULTS FOR THE YEAR ENDED JUNE 30, 2018

FINANCIAL STATEMENTS

Type of auditor's report issued:	Unmodified
Internal control over financial reporting:	
Material weakness identified?	No
Significant deficiency identified?	None reported
Noncompliance material to financial statements noted?	No

STATE AWARDS

Type of auditor's report issued on compliance for programs:	Unmodified

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MAGNOLIA SCIENCE ACADEMY 4
(A California Nonprofit Public Benefit Corporation)

FINANCIAL STATEMENT FINDINGS FOR THE YEAR ENDED JUNE 30, 2018

None reported.

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MAGNOLIA SCIENCE ACADEMY 4
(A California Nonprofit Public Benefit Corporation)

STATE AWARDS FINDINGS AND QUESTIONED COSTS FOR THE YEAR ENDED JUNE 30, 2018

None reported.

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MAGNOLIA SCIENCE ACADEMY 4
(A California Nonprofit Public Benefit Corporation)

SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS FOR THE YEAR ENDED JUNE 30, 2018

There were no audit findings reported in the prior year.

DRAFT 11/15/2018

Governing Board
Magnolia Science Academy 4
(A California Nonprofit Public Benefit Corporation)
Los Angeles, California

In planning and performing our audit of the financial statements of Magnolia Science Academy 4 (MSA 4), for the year ended June 30, 2018, we considered its internal control structure in order to determine our auditing procedures for the purpose of expressing our opinion on the financial statements and not to provide assurance on the internal control structure.

We are pleased to report there are no matters to report for MSA 4 for the year ended June 30, 2018.

Rancho Cucamonga, California
_____, 2018

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MAGNOLIA SCIENCE ACADEMY 5
(A California Nonprofit Public Benefit Corporation)

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INDEPENDENT AUDITOR'S REPORT

Governing Board
Magnolia Science Academy 5
(A California Nonprofit Public Benefit Corporation)
Reseda, California

Report on the Financial Statements

We have audited the accompanying financial statements of Magnolia Science Academy 5 (MSA 5) (A California Nonprofit Public Benefit Corporation), which are comprised of the statement of financial position as of June 30, 2018 and 2017, and the related statements of activities and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards,* issued by the Comptroller General of the United States; and the *2017-2018 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting,* issued by the California Education Audit Appeals Panel as regulations. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to MSA 5's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of MSA 5's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

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We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of MSA 5, as of June 30, 2018 and 2017, and the changes in its net assets, and its cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Other Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying supplementary information as listed on the table of contents are presented for purposes of additional analysis and are not a required part of the financial statements.

The accompanying supplementary information is the responsibility of management, and was derived from, and relates directly to the underlying accounting and other records used to prepare the financial statements. Such information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion the accompanying supplementary information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated _____, 2018, on our consideration of MSA 5's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of MSA 5's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering MSA 5's internal control over financial reporting and compliance.

Rancho Cucamonga, California
_____, 2018

DRAFT 11/15/2018

FINANCIAL STATEMENTS

DRAFT 11/15/2018

MAGNOLIA SCIENCE ACADEMY 5
(A California Nonprofit Public Benefit Corporation)

STATEMENT OF FINANCIAL POSITION
(With comparative financial information at June 30, 2017)

JUNE 30, 2018

	2018	2017
ASSETS		
Current Assets:		
Cash and cash equivalents	$ 1,731,955	$ 1,000,807
Accounts receivable	157,623	226,139
Intra-company receivable	62,618	152,180
Prepaid expenses and other current assets	11,698	121,849
Total Current Assets	1,963,894	1,500,975
Non-Current Assets:		
Fixed assets	205,518	134,541
Less: accumulated depreciation	(123,576)	(112,184)
Total Non-Current Assets	81,942	22,357
Total Assets	$ 2,045,836	$ 1,523,332
LIABILITIES		
Current Liabilities:		
Accounts payable and accruals	$ 102,310	$ 113,039
Intra-company payable	8,168	34,736
Total Current Liabilities	110,478	147,775
NET ASSETS		
Unrestricted	1,684,228	1,304,697
Designated	251,130	70,860
Total Net Assets	1,935,358	1,375,557
Total Liabilities and Net Assets	$ 2,045,836	$ 1,523,332

The accompanying notes are an integral part of these financial statements.

DRAFT 11/15/2018

MAGNOLIA SCIENCE ACADEMY 5
(A California Nonprofit Public Benefit Corporation)

STATEMENT OF ACTIVITIES
(With comparative financial information at June 30, 2017)

FOR THE YEAR ENDED JUNE 30, 2018

	2018	2017
CHANGES IN UNRESTRICTED NET ASSETS		
Unrestricted revenues:		
State apportionments	$ 1,927,351	$ 1,652,001
Federal revenue	218,909	213,304
Other State revenue	481,588	231,392
Local revenue	124,580	175,803
Total Revenues	2,752,428	2,272,500
EXPENSES		
Program services:		
Salaries and benefits	1,167,651	959,417
Student services	167,097	137,126
Materials and supplies	33,358	12,627
Student nutrition	85,556	67,687
Other expenses	56,762	95,173
Subtotal	1,510,424	1,272,030
Management and general:		
Salaries and benefits	$ 291,913	$ 239,854
Depreciation	11,392	7,177
Management fee	82,190	90,202
Occupancy	119,251	91,457
Operating expenses	177,457	273,738
Subtotal	682,203	702,428
Total Expenses	2,192,627	1,974,458
CHANGE IN UNRESTRICTED NET ASSETS	559,801	298,042
NET ASSETS, BEGINNING OF YEAR	1,375,557	1,077,515
NET ASSETS, END OF YEAR	$ 1,935,358	$ 1,375,557

The accompanying notes are an integral part of these financial statements.

DRAFT 11/15/2018

MAGNOLIA SCIENCE ACADEMY 5
(A California Nonprofit Public Benefit Corporation)

STATEMENT OF CASH FLOWS
(With comparative financial information at June 30, 2017)

FOR THE YEAR ENDED JUNE 30, 2018

	2018	2017
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in unrestricted net assets	$ 559,801	$ 298,042
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation expense	11,392	7,176
Changes in operating assets and liabilities:		
(Increase) Decrease in assets		
Accounts receivable	68,516	51,299
Intra-company receivable	89,562	53,970
Prepaid expenses and other current assets	110,151	(120,617)
Increase (Decrease) in liabilities		
Accounts payable and accruals	(10,729)	(14,977)
Intra-company payable	(26,568)	20,353
Net Cash Provided by Operating Activities	802,125	295,246
CASH FLOWS FROM INVESTING ACTIVITIES		
Capital expenditures	(70,977)	(22,623)
NET CHANGE IN CASH	731,148	272,623
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	1,000,807	728,184
CASH AND CASH EQUIVALENTS, END OF YEAR	$ 1,731,955	$ 1,000,807
Supplemental cash flow disclosure:		
Cash paid during the period for interest	$ -	$ -

The accompanying notes are an integral part of these financial statements.

DRAFT 11/15/2018

MAGNOLIA SCIENCE ACADEMY 5
(A California Nonprofit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2018

NOTE 1 - ORGANIZATION AND MISSION

Magnolia Science Academy 5

Charter school number authorized by the State: 0987

Magnolia Science Academy 5 (MSA 5), formerly located in Hollywood, now located in Reseda, California provides sixth through ninth grade education to approximately 206 students. MSA 5 was created under the approval of the Los Angeles Unified School District and the California State Board of Education, and receives public per-pupil funding to help support their operation. During 2018, MSA 5 was approved for a five year period ending June 30, 2023 under Los Angeles County Office of Education. MSA 5 is economically dependent on Federal and State funding.

Magnolia Educational and Research Foundation

MSA 5 is an integral part of Magnolia Educational and Research Foundation (Foundation), which also serves as MSA 5's Charter School Management Organization (CMO) that manages MSA 5's nonacademic operation such as financial, general administration, and human resource management. MSA 5's financial statements are included in the consolidated financial statements of Magnolia Educational and Research Foundation.

Administrative support provided to the individual schools and accounted for separately within the financial statements. School support uses a tier expense allocation structure based on student enrollment to calculate expenses to be charged out on each charter school.

Other Related Entities

Joint Powers Agency and Risk Management Pools - MSA 5 is associated with the California Charter Schools Joint Powers Authority (CCS-JPA) *dba* CharterSAFE. CharterSAFE does not meet the criteria for inclusion as a component unit of MSA 5. Additional information is presented in Note 13 to the financial statements.

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The significant policies followed by MSA 5 are described below to enhance the financial statements.

Financial Statement Presentation

MSA 5 is required to report information about its financial position and activities in three classes of net assets: unrestricted, temporarily restricted, and permanently restricted net assets. MSA 5 had no temporarily or permanently restricted net assets as of June 30, 2018 and 2017, respectively. In addition, MSA 5 is required to present a statement of cash flows.

DRAFT 11/15/2018

MAGNOLIA SCIENCE ACADEMY 5
(A California Nonprofit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2018

Accounting Method - Basis of Accounting

The financial statements were prepared in accordance with accounting principles generally accepted in the United States of America as applicable to not-for-profit organizations. Basis of accounting refers to the situation when revenues and expenses are recognized in the accounts and reported on the financial statements. Basis of accounting relates to the timing of measurement made, regardless of the measurement focus applied. MSA 5 uses the accrual basis of accounting. Revenues are recognized when they are earned and expenditures are recognized in the accounting period in which the liability is incurred.

Revenue Recognition

Contributions received are recorded as unrestricted, temporarily restricted, or permanently restricted depending upon the existence and/or nature of any donor restrictions.

All donor-restricted contributions are recorded as increases in temporarily or permanently restricted net assets depending on the nature of the restriction. When a restriction expires, either by the passage of time or the purpose is satisfied, the temporarily restricted net assets are reclassified to unrestricted net assets and reported in the *Statement of Activities* as "net assets released from restrictions." During 2017-2018, MSA 5 did not receive any donor-restricted contributions.

Income Taxes

MSA 5 is a non-profit public benefit corporation that is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code and classified by the Internal Revenue Service as other than a private foundation and qualifies for deductible contributions as provided in Section 170(b) (1) (A) (vi). It is also exempt from State franchise and income taxes under Section 23701(d) of the California Revenue and Taxation Code. Accordingly, no provision for income taxes has been reflected in these financial statements. Income tax returns for 2014 and forward may be audited by regulatory agencies; however, MSA 5 is not aware of any such actions at this time.

MSA 5 has adopted Financial Accounting Standards Board (FASB) Accounting Standards Codification (ASC) Topic 740 that clarifies the accounting for uncertainty in tax positions taken or expected to be taken on a tax return and provides that the tax effects from an uncertain tax position can be recognized in the financial statements only if, based on its merits, the position is more likely than not to be sustained on audit by the taxing authorities. Management believes that all tax positions taken to date are highly certain, and, accordingly, no accounting adjustment has been made to the financial statements.

Cash and Cash Equivalents

For purposes of the Statement of Cash Flows, MSA 5 considers all highly liquid investments available for current use with an initial maturity of three months or less to be cash equivalents.

DRAFT 11/15/2018

Accounts Receivable

Accounts receivable are stated at the amount management expects to collect from the outstanding balance. Management provides an analysis of the probable collection of the accounts through a provision for bad debt expense and an adjustment to a valuation allowance. At June 30, 2018 and 2017, respectively, management determined that all accounts receivable are fully collectible, and no allowance for bad debts has been established.

Prepaid Expenses

Prepaid expenses represent amounts paid in advance of receiving goods or services. MSA 5 has reported prepaid items either when purchased or during the benefiting period.

Fixed Assets

All assets with a useful life of greater than one year and costing more than $5,000 will be capitalized and (except for land) will be recorded in the depreciation records. Property and equipment is capitalized at cost or fair market value on the date of receipt in the case of donated property. Depreciation is provided on the straight-line method over the estimated useful lives of the assets ranging from 3 to 10 years. Bulk computer, software, and other technology purchases with an aggregate value of $25,000 or more are captured as fixed assets regardless of individual price of item. In addition, remodeling modifications and replacement costs of integral structural components are only capitalized when such costs incurred exceed $50,000. Leasehold improvements are depreciated over the lease term (including options) or the useful life. Major additions are capitalized, and repairs and maintenance that do not improve or extend the life of the assets are expensed. When assets are sold or retired, their cost and the related accumulated depreciation are removed from the accounts with the resulting gain or loss reflected in the Statement of Activities. Depreciation expense for the year ended June 30, 2018 and 2017, was $11,392 and $7,177.

Donated Services, Goods, and Facilities

A substantial number of volunteers have donated their time and experience to MSA 5's program services and fundraising campaigns during the year. However, these donated services are not reflected in the financial statements since there is no readily determined method of valuing the services.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities, and disclosure of contingent assets and liabilities, at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

DRAFT 11/15/2018

Net Asset Classes

Magnolia Science Academy is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted, temporarily restricted and permanently restricted.

Net assets of the Magnolia Science Academy consist of the following:

Unrestricted - All resources over which the governing board has discretionary control to use in carrying on the general operations of MSA 5.

Temporarily restricted - These net assets are restricted by donors to be used for specific purposes. MSA 5 does not have temporarily restricted net assets.

Permanently restricted - These net assets are permanently restricted by donors and cannot be used by the school. MSA 5 does not have permanently restricted net assets.

Unrestricted/Designated Net Assets

Designations of the ending net assets indicate tentative plans for financial resource utilization in a future period. As of June 30, 2018 and 2017, MSA 5 has a $251,130 and $70,860, respectively, designated balance for California Clean Energy Jobs Act, Educator Effectiveness, and College Readiness funds.

Intra-company Receivable/Payable

Intra-company receivable/payable results from a net cumulative difference between resources provided by the Foundation to MSA 5 and reimbursement for those resources.

New Accounting Pronouncements

In February 2016, FASB issued Accounting Standards Update (ASU) 2016-02, *Leases* (ASU 2016-02). ASU 2016-02 requires a lessee to recognize a lease asset representing its right to use the underlying asset for the lease term, and a lease liability for the payments to be made to lessor, on its statement of financial position for all operating leases greater than 12 months. ASU 2016-02 will be effective for fiscal years, and interim periods within those fiscal years, beginning after December 15, 2019. Although the full impact of this Update on the Organization's financial statements has not yet been determined, the future adoption of this guidance will require the Organization to record assets and liabilities on its statement of financial position relating to facility and other leases currently being accounted for as operating leases.

DRAFT 11/15/2018

In August 2016, the FASB issued ASU No. 2016-14, *Not-for-Profit Entities (Topic 958): Presentation of Financial Statements of Not-for-Profit Entities* (ASU 2016-14). ASU 2016-14 change presentation and disclosure requirements for not-for-profit entities to provide more relevant information about their resources (and the changes in those resources) to donors, grantors, creditors, and other users. These include qualitative and quantitative requirements in the following areas: (1) net asset classes; (2) investment return; (3) expenses; (4) liquidity and availability of resources; and (5) presentation of operating cash flows. ASU 2016-14 will be effective for annual financial statements issued for fiscal years beginning after December 15, 2017, and for interim periods within fiscal years beginning after December 15, 2018. Early application of the amendments is permitted. The Organization has not yet completed its assessment of the impact of this guidance on its financial statements. Under this guidance, the Organization will be required to present two classes of net assets (net assets with donor restrictions and net assets without donor restrictions) and changes in each of these two classes, on the face of the statement of financial position and statement of activities, respectively, rather than the current required three classes (unrestricted, temporarily restricted, and permanently restricted).

NOTE 3 - CASH AND CASH EQUIVALENTS

Cash at June 30, 2018 and 2017, consisted of the following:

	June 30, 2018		June 30, 2017	
	Reported Amount	Bank Balance	Reported Amount	Bank Balance
Deposits				
Cash on hand and in bank	$ 1,731,955	$ 1,827,198	$ 1,000,807	$ 1,030,293

Cash balances held in banks are insured up to $250,000 by the Federal Depository Insurance Corporation (FDIC). MSA 5 maintains its cash in bank deposit accounts that at times may exceed federally insured limits. MSA 5 has not experienced any losses in such accounts. At June 30, 2018 and 2017, MSA 5 had a balance of $1,797,783 and $1,003,752, respectively, in excess of FDIC insured limits. Management believes MSA 5 is not exposed to any significant risk related to cash.

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MAGNOLIA SCIENCE ACADEMY 5
(A California Nonprofit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2018

NOTE 4 - ACCOUNTS RECEIVABLE

Accounts receivable at June 30, 2018 and 2017, consisted of the following:

	2018	2017
State principal apportionment	$ 80,927	$ 110,951
Due from other agencies	-	906
Federal receivable	33,944	74,915
State receivable	21,005	20,480
Lottery	21,747	18,887
Total Accounts Receivable	$ 157,623	$ 226,139

NOTE 5 - INTRA-COMPANY RECEIVABLE

The June 30, 2015, intra-company receivable results from a net cumulative difference between resources provided by Magnolia Educational and Research Foundation (Foundation) to MSA 5 and reimbursement for those resources from MSA 5 to the Foundation, and cash transfers for cash flow purposes. MSA 5 and the Foundation are related because they are the same legal entity; share the same tax identification number, governed by the same board of directors and share key management personnel. At June 30, 2018 and 2017, MSA 5 had an intra-company receivable balance of $62,618 and $152,180, respectively, from the Foundation.

NOTE 6 - PREPAID EXPENSES AND SECURITY DEPOSITS

Prepaid expenses at June 30, 2018 and 2017, consisted of the following:

	2018	2017
Prepaid rent, security deposits, insurance, and miscellaneous vendors	$ 11,698	$ 121,849

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MAGNOLIA SCIENCE ACADEMY 5
(A California Nonprofit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2018

NOTE 7 - FIXED ASSETS

Property and equipment consisted of the following at June 30, 2018 and 2017:

	2018	2017
Computer and equipment	$ 191,682	$ 134,541
Work in progress	13,836	-
Subtotal	205,518	134,541
Less: accumulated depreciation	(123,576)	(112,184)
Total Fixed Assets	$ 81,942	$ 22,357

During the year ended June 30, 2018 and 2017, $11,392 and $7,177, respectively, was charged to depreciation expense.

NOTE 8 - ACCOUNTS PAYABLE AND ACCRUALS

Accounts payable at June 30, 2018 and 2017, consisted of the following:

	2018	2017
Salaries and benefits	$ 40,053	$ 45,410
Vendor payables	58,713	41,793
Due to other agencies	3,544	25,836
Total Accounts Payable	$ 102,310	$ 113,039

NOTE 9 - INTRA-COMPANY PAYABLE

The June 30, 2016, intra-company payable results from a net cumulative difference between resources provided by Magnolia Educational and Research Foundation (Foundation) to MSA 5 and reimbursement for those resources from MSA 5 to the Foundation, and cash transfers for cash flow purposes. MSA 5 and the Foundation are related because they are the same legal entity; share the same tax identification number, governed by the same board of directors and share key management personnel. At June 30, 2018 and 2017, MSA 5 had an intra-company payable balance of $8,168 and $34,736, respectively, from the Foundation.

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NOTE 10 - FACILITIES USE AGREEMENT

Magnolia Science Academy 5 renewed a Facilities Use Agreement with LAUSD for the sole purpose of operating MSA 5 education programs and related charter school activities. The terms of this agreement are renewed annually and include rental fees that shall be paid on the first of every month. The Pro-Rata Share of Facilities Cost for the year ended June 30, 2018 and 2017, was $119,195 and $83,452, respectively.

NOTE 11 - RELATED PARTY TRANSACTIONS

MSA 5 is part of the Foundation. MSA 5 pays the Foundation management fees for services received. The amount is calculated based on management assessment. Management fees paid to the Foundation for fiscal year ended June 30, 2018 and 2017, were $82,190 and $90,202, respectively.

NOTE 12 - EMPLOYEE RETIREMENT SYSTEMS

Qualified employees are covered under multiple-employer defined benefit pension plans maintained by agencies of the State of California. Academic employees are members of the California State Teachers' Retirement System (CalSTRS) and classified employees are members of the California Public Employees' Retirement System (CalPERS).

The risks of participating in these multi-employer defined benefit pension plans are different from single-employer plans because: (a) assets contributed to the multi-employer plan by one employer may be used to provide benefits to employees of other participating employers, (b) the required member, employer, and State contribution rates are set by the California Legislature, and (c) if MSA 5 chooses to stop participating in the multi-employer plan, it may be required to pay a withdrawal liability to the plan. MSA 5 has no plans to withdraw from this multi-employer plan.

The details of each plan are as follows:

California State Teachers' Retirement System (CalSTRS)

Plan Description

MSA 5 contributes to the State Teachers Retirement Plan (STRP) administered by the California State Teachers' Retirement System (CalSTRS). STRP is a cost-sharing multiple-employer public employee retirement system defined benefit pension plan. Benefit provisions are established by State statutes, as legislatively amended, within the State Teachers' Retirement Law. According to the most recently available Comprehensive Annual Financial Report and Actuarial Valuation Report for the year ended June 30, 2017, total actuarial value of assets are $180 billion, the actuarial obligation is $287 billion, contributions from all employers totaled $4.0 billion, and the plan is 62.6 percent funded.

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MAGNOLIA SCIENCE ACADEMY 5
(A California Nonprofit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2018

A full description of the pension plan regarding benefit provisions, assumptions (for funding, but not accounting purposes), and membership information is listed in the June 30, 2017, annual actuarial valuation report, Defined Benefit Program Actuarial Valuation. This report and CalSTRS audited financial information are publically available reports that can be found on the CalSTRS website under Publications at: http://www.calstrs.com/member-publications.

Benefits Provided

The STRP provides retirement, disability and survivor benefits to beneficiaries. Benefits are based on members' final compensation, age and years of service credit. Members hired on or before December 31, 2012, with five years of credited service are eligible for the normal retirement benefit at age 60. Members hired on or after January 1, 2013, with five years of credited service are eligible for the normal retirement benefit at age 62. The normal retirement benefit is equal to 2.0 percent of final compensation for each year of credited service.

The STRP is comprised of four programs: Defined Benefit Program, Defined Benefit Supplement Program, Cash Balance Benefit Program and Replacement Benefits Program. The STRP holds assets for the exclusive purpose of providing benefits to members and beneficiaries of these programs. CalSTRS also uses plan assets to defray reasonable expenses of administering the STRP. Although CalSTRS is the administrator of the STRP, the State is the sponsor of the STRP and obligor of the trust. In addition, the State is both an employer and nonemployer contributing entity to the STRP.

MSA 5 contributes exclusively to the STRP Defined Benefit Program, thus disclosures are not included for the other plans.

The STRP provisions and benefits in effect at June 30, 2018, are summarized as follows:

	STRP Defined Benefit Program	
Hire date	December 31, 2012	January 1, 2013
Benefit formula	2% at 60	2% at 62
Benefit vesting schedule	5 years of service	5 years of service
Benefit payments	Monthly for life	Monthly for life
Retirement age	60	62
Monthly benefits as a percentage of eligible compensation	2.0% - 2.4%	2.0% - 2.4%
Required employee contribution rate	10.25%	9.205%
Required employer contribution rate	14.43%	14.43%
Required state contribution rate	9.328%	9.328%

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Contributions

Required member, Charter School and State of California contributions rates are set by the California Legislature and Governor and detailed in Teachers' Retirement Law. The contributions rates are expressed as a level percentage of payroll using the entry age normal actuarial method. In accordance with AB 1469, employer contributions into the CalSTRS will be increasing to a total of 19.1 percent of applicable member earnings phased over a seven year period. The contribution rates for each plan for the year ended June 30, 2018, are presented above and MSA 5's total contributions were $127,705.

California Public Employees Retirement System (CalPERS)

Plan Description

Qualified employees are eligible to participate in the School Employer Pool (SEP) under the California Public Employees' Retirement System (CalPERS), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalPERS. Benefit provisions are established by State statutes, as legislatively amended, within the Public Employees' Retirement Law. According to the most recently available Actuarial Valuation Report for the year ended June 30, 2016, the Schools Pool total plan assets are $55.8 billion, the total accrued liability is $77.5 billion, contributions from all employers totaled $1.43 billion, and the plan is 71.9 percent funded.

A full description of the pension plan regarding benefit provisions, assumptions (for funding, but not accounting purposes), and membership information is listed in the June 30, 2016, annual actuarial valuation report, Schools Pool Actuarial Valuation, 2016. This report and CalPERS audited financial information are publically available reports that can be found on the CalPERS website under Forms and Publications at:
https://www.calpers.ca.gov/page/forms-publications.

Benefits Provided

CalPERS provides service retirement and disability benefits, annual cost of living adjustments and death benefits to plan members, who must be public employees and beneficiaries. Benefits are based on years of service credit, a benefit factor and the member's final compensation. Members hired on or before December 31, 2012, with five years of total service are eligible to retire at age 50 with statutorily reduced benefits. Members hired on or after January 1, 2013, with five years of total service are eligible to retire at age 52 with statutorily reduced benefits. All members are eligible for non-duty disability benefits after five years of service. The Basic Death Benefit is paid to any member's beneficiary if the member dies while actively employed. An employee's eligible survivor may receive the 1957 Survivor Benefit if the member dies while actively employed, is at least age 50 (or 52 for members hired on or after January 1, 2013), and has at least five years of credited service. The cost of living adjustments for each plan are applied as specified by the Public Employees' Retirement Law.

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The CalPERS provisions and benefits in effect at June 30, 2018, are summarized as follows:

	School Employer Pool (CalPERS)	
Hire date	On or before	On or after
Benefit formula	2% at 55	2% at 62
Benefit vesting schedule	5 years of service	5 years of service
Benefit payments	Monthly for life	Monthly for life
Retirement age	55	62
Monthly benefits as a percentage of eligible compensation	1.1% - 2.5%	1.0% - 2.5%
Required employee contribution rate	7.00%	6.50%
Required employer contribution rate	15.531%	15.531%

Contributions

Section 20814(c) of the California Public Employees' Retirement Law requires that the employer contribution rates for all public employers be determined on an annual basis by the actuary and shall be effective on the July 1 following notice of a change in the rate. Total plan contributions are calculated through the CalPERS annual actuarial valuation process. The actuarially determined rate is the estimated amount necessary to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability. MSA 5 is required to contribute the difference between the actuarially determined rate and the contribution rate of employees. The contributions rates are expressed as percentage of annual payroll. The contribution rates for each plan for the year ended June 30, 2018, are presented above and the total Charter School contributions were $18,940.

On Behalf Payments

The State of California makes contributions to CalSTRS on behalf of the School. These payments consist of State General Fund contributions to CalSTRS in the amount of $55,921 (9.328 percent of salaries subject to CalSTRS). Under accounting principles generally accepted in the United States of America, these amounts are to be reported as revenues and expenditures. Accordingly, these amounts have been recorded in these financial statements.

NOTE 13 - PARTICIPATION IN JOINT POWERS AUTHORITY

MSA 5 is a participant in the California Charter Schools Joint Powers Authority (CCS-JPA) *dba* CharterSAFE for risk management services for workers' compensation and charter school liability insurance. The relationship between MSA 5 and the CharterSAFE is such that the CharterSAFE is not considered a component unit of MSA 5 for financial reporting purposes.

The CharterSAFE has budgeting and financial reporting requirements independent of member units and the CharterSAFE's financial statements are not presented in these financial statements; however, transactions between the CharterSAFE and MSA 5 are included in these statements. Audited financial statements for the CharterSAFE were not available for fiscal year 2017-2018 at the time this report was issued. However, financial statements should be available from the respective agency.

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During the year ended June 30, 2018 and 2017, MSA 5 made payments of $20,163 and $14,538, respectively, to CharterSAFE for services received. At June 30, 2018 and 2017, respectively, MSA 5 had no recorded accounts receivable or accounts payable to the CharterSAFE.

NOTE 14 - CONTINGENCIES

Grants

MSA 5 has received State and Federal funds for specific purposes that are subject to review and audit by the grantor agencies. The LAUSD Office of Inspector General has been in the process of reviewing prior year's activity. Per the LAUSD Office of Inspector General letter dated November 6, 2017, "unless the Office of Inspector General receives new information or is directed otherwise by the Board, the office of Inspector General will not be moving forward on this matter at this time". Although such audits could generate disallowances under terms of the grants, it is believed that any reimbursement, if required, would not be material.

Litigation

MSA 5 is not currently a party to any legal proceedings.

NOTE 15 - SUBSEQUENT EVENTS

MSA 5's management has evaluated events or transactions that may occur for potential recognition or disclosure in the financial statements through _____, 2018, which is the date the financial statements were available to be issued. Management has determined that there were no subsequent events or transactions that would have a material impact on the current year financial.

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SUPPLEMENTARY INFORMATION

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MAGNOLIA SCIENCE ACADEMY 5
(A California Nonprofit Public Benefit Corporation)

LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE
JUNE 30, 2018

ORGANIZATION

Magnolia Science Academy (Charter Number 0987) was granted on January 23, 2018, by the Los Angeles County Office of Education for a five year period ending June 30, 2023. MSA 5 has been approved for grades six through eight and operated one school, grades six through nine.

BOARD OF DIRECTORS

MEMBER	OFFICE	TERM EXPIRES
Mr. Saken Sherkhanov	President	December 11, 2018
Rabbi Haim Beliak	Vice-Chair	February 8, 2022
Dr. Charlotte Brimmer	Director	August 10, 2022
Ms. Sandra Covarrubias	Director/Parent	August 10, 2022
Dr. Salih Dikbas	Director	December 10, 2019
Mr. Shohrat Geldiyev	Director	March 11, 2020
Mrs. Diane Gonzalez	Director	December 10, 2019
Mr. Serdar Orazov	Director	September 9, 2020
Dr. Umit Yapanel	Director	October 11, 2022

ADMINISTRATION

Alfredo Rubalcava[1]	Chief Executive Officer, Superintendent
Caprice Young, Ed.D.[2]	Chief Executive Officer, Superintendent
Nanie Montijo	Chief Financial Officer

[1] Effective July 1, 2018
[2] Resigned June 30, 2018

See accompanying note to supplementary information.

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MAGNOLIA SCIENCE ACADEMY 5
(A California Nonprofit Public Benefit Corporation)

SCHEDULE OF AVERAGE DAILY ATTENDANCE FOR THE YEAR ENDED JUNE 30, 2018

	Final Report	
	Second Period Report	Annual Report
Regular ADA		
Sixth	59.05	59.02
Seventh and eighth	99.46	98.90
Ninth	39.15	39.13
Total Regular ADA	197.66	197.05
Classroom based ADA		
Sixth	59.05	59.02
Seventh and eighth	99.46	98.90
Ninth	39.15	39.13
Total Classroom based ADA	197.66	197.05

MSA 5 did not operate a non-classroom based instruction program.

See accompanying note to supplementary information.

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MAGNOLIA SCIENCE ACADEMY 5
(A California Nonprofit Public Benefit Corporation)

SCHEDULE OF INSTRUCTIONAL TIME
FOR THE YEAR ENDED JUNE 30, 2018

Grade Level	1986-87 Minutes Requirement	2017-18 Actual Minutes	Number of Days		Status
			Traditional Calendar	Multitrack Calendar	
Grades 6 - 8	54,000				
Grade 6		65,554	180	N/A	Complied
Grade 7		65,554	180	N/A	Complied
Grade 8		65,554	180	N/A	Complied
Grade 9	64,800	65,554	180	N/A	Complied

See accompanying note to supplementary information.

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MAGNOLIA SCIENCE ACADEMY 5
(A California Nonprofit Public Benefit Corporation)

RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED FINANCIAL STATEMENTS FOR THE YEAR ENDED JUNE 30, 2018

Summarized below are the net assets reconciliations between the Unaudited Actual Financial Report and the audited financial statements.

NET ASSETS	
Balance, June 30, 2018, Unaudited Actuals	$ 1,935,072
Increase (Decrease) in:	
Intra-company receivable	(54,450)
Prepaid expenses and other current assets	62,618
(Increase) in:	
Accounts payable and accruals	286
Intra-company payable	(8,168)
Balance, June 30, 2018, Audited Financial Statement	$ 1,935,358

See accompanying note to supplementary information.

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MAGNOLIA SCIENCE ACADEMY 5
(A California Nonprofit Public Benefit Corporation)

NOTE TO SUPPLEMENTARY INFORMATION
JUNE 30, 2018

NOTE 1 - PURPOSE OF SUPPLEMENTARY SCHEDULES

Local Education Agency Organization Structure

This schedule provides information about the school operated, members of the governing board, and members of the administration.

Schedule of Average Daily Attendance

Average daily attendance (ADA) is a measurement of the number of pupils attending classes of MSA 5. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of State funds are made to local education agencies. This schedule provides information regarding the attendance of students at various grade levels and in different programs.

Schedule of Instructional Time

This schedule presents information on the amount of instructional time offered by MSA 5 and whether MSA 5 complied with the provisions of *Education Code* Sections 47612 and 47612.5, if applicable.

Charter schools must maintain their instructional minutes at the 1986-87 requirements, as required by *Education Code* Section 47612.5.

Reconciliation of Annual Financial Report With Audited Financial Statements

This schedule provides the information necessary to reconcile the net assets of all funds reported on the Unaudited Actual Financial Report to the audited financial statements.

DRAFT 11/15/2018

INDEPENDENT AUDITOR'S REPORTS

DRAFT 11/15/2018

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Governing Board
Magnolia Science Academy 5
(A California Nonprofit Public Benefit Corporation)
Reseda, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Magnolia Science Academy 5 (MSA 5) which comprise the statement of financial position as of June 30, 2018 and 2017, and the related statements of activities and cash flows for the fiscal year then ended, and the related notes to the financial statements, and have issued our report thereon dated _____, 2018.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered MSA 5's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of MSA 5's internal control. Accordingly, we do not express an opinion on the effectiveness of MSA 5's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of MSA 5's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

DRAFT 11/15/2018

Compliance and Other Matters

As part of obtaining reasonable assurance about whether MSA 5's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

We noted certain matters that we reported to management of MSA 5 in a separate letter dated _____, 2018.

Purpose of This Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of MSA 5's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering MSA 5's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Rancho Cucamonga, California
_____, 2018

DRAFT 11/15/2018

INDEPENDENT AUDITOR'S REPORT ON STATE COMPLIANCE

Governing Board
Magnolia Science Academy 5
(A California Nonprofit Public Benefit Corporation)
Reseda, California

Report on State Compliance

We have audited Magnolia Science Academy 5's (MSA 5) compliance with the types of compliance requirements as identified in the *2017-2018 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* that could have a direct and material effect on each of MSA 5's State government programs as noted below for the year ended June 30, 2018.

Management's Responsibility

Management is responsible for compliance with the requirements of State laws, regulations, and the terms and conditions of its State awards applicable to its State programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance of each of MSA 5's State programs based on our audit of the types of compliance requirements referred to above. We conducted our audit in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the *2017-2018 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. These standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the compliance requirements referred to above that could have a material effect on the applicable government programs noted below. An audit includes examining, on a test basis, evidence about MSA 5's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinions. Our audit does not provide a legal determination of MSA 5's compliance with those requirements.

Unmodified Opinion

In our opinion, MSA 5 complied, in all material respects, with the compliance requirements referred to above that are applicable to the government programs noted below that were audited for the year ended June 30, 2018.

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In connection with the audit referred to above, we selected and tested transactions and records to determine MSA 5's compliance with the State laws and regulations applicable to the following items:

	Procedures Performed
LOCAL EDUCATION AGENCIES OTHER THAN CHARTER SCHOOLS	
Attendance	No, see below
Teacher Certification and Misassignments	No, see below
Kindergarten Continuance	No, see below
Independent Study	No, see below
Continuation Education	No, see below
Instructional Time	No, see below
Instructional Materials	No, see below
Ratios of Administrative Employees to Teachers	No, see below
Classroom Teacher Salaries	No, see below
Early Retirement Incentive	No, see below
Gann Limit Calculation	No, see below
School Accountability Report Card	No, see below
Juvenile Court Schools	No, see below
Middle or Early College High Schools	No, see below
K-3 Grade Span Adjustment	No, see below
Transportation Maintenance of Effort	No, see below
Apprenticeship: Related and Supplemental Instruction	No, see below
SCHOOL DISTRICTS, COUNTY OFFICES OF EDUCATION, AND CHARTER SCHOOLS	
Educator Effectiveness	Yes
California Clean Energy Jobs Act	Yes
After/Before School Education and Safety Program:	
General Requirements	Yes
After School	Yes
Before School	No, see below
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control Accountability Plan	Yes
Independent Study - Course Based	No, see below
CHARTER SCHOOLS	
Attendance	Yes
Mode of Instruction	Yes
Non Classroom-Based Instruction/Independent Study for Charter Schools	No, see below
Determination of Funding for Non Classroom-Based Instruction	No, see below
Annual Instruction Minutes Classroom-Based	Yes
Charter School Facility Grant Program	No, see below

Programs listed above for local education agencies are not applicable to charter schools; therefore, we did not perform any related procedures.

MSA 5 does not operate a before school program within the After/Before School Education and Safety Program; therefore, we did not perform any related procedures.

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MSA 5 does not operate Independent Study - Course Based instruction; therefore, we did not perform any related procedures.

MSA 5 does not offer Non Classroom-Based Instruction; therefore, we did not perform any procedures related to Non Classroom-Based Instruction/Independent Study for Charter Schools or Determination of Funding for Non Classroom-Based Instruction.

MSA 5 did not receive funding for the Charter School Facility Grant Program; therefore, we did not perform any related procedures.

Rancho Cucamonga, California
_____, 2018

DRAFT 11/15/2018

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

DRAFT 11/15/2018

MAGNOLIA SCIENCE ACADEMY 5
(A California Nonprofit Public Benefit Corporation)

SUMMARY OF AUDITOR'S RESULTS FOR THE YEAR ENDED JUNE 30, 2018

FINANCIAL STATEMENTS

Type of auditor's report issued:	Unmodified
Internal control over financial reporting:	
Material weakness identified?	No
Significant deficiency identified?	None reported
Noncompliance material to financial statements noted?	No

STATE AWARDS

Type of auditor's report issued on compliance for programs:	Unmodified

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MAGNOLIA SCIENCE ACADEMY 5
(A California Nonprofit Public Benefit Corporation)

FINANCIAL STATEMENT FINDINGS
FOR THE YEAR ENDED JUNE 30, 2018

None reported.

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MAGNOLIA SCIENCE ACADEMY 5
(A California Nonprofit Public Benefit Corporation)

STATE AWARDS FINDINGS AND QUESTIONED COSTS FOR THE YEAR ENDED JUNE 30, 2018

None reported.

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MAGNOLIA SCIENCE ACADEMY 5
(A California Nonprofit Public Benefit Corporation)

SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS FOR THE YEAR ENDED JUNE 30, 2018

There were no audit findings reported in the prior year.

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Governing Board
Magnolia Science Academy 5
(A California Nonprofit Public Benefit Corporation)
Reseda, California

In planning and performing our audit of the financial statements of Magnolia Science Academy 5 (MSA 5), for the year ended June 30, 2018, we considered its internal control structure in order to determine our auditing procedures for the purpose of expressing our opinion on the financial statements and not to provide assurance on the internal control structure.

We are pleased to report there are no matters to note for MSA 5 for the year ended June 30, 2018.

Rancho Cucamonga, California
_____, 2018

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MAGNOLIA SCIENCE ACADEMY 6
(A California Nonprofit Public Benefit Corporation)

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INDEPENDENT AUDITOR'S REPORT

Governing Board
Magnolia Science Academy 6
(A California Nonprofit Public Benefit Corporation)
Los Angeles, California

Report on the Financial Statements

We have audited the accompanying financial statements of Magnolia Science Academy 6 (MSA 6) (A California Nonprofit Public Benefit Corporation), which are comprised of the statement of financial position as of June 30, 2018 and 2017, and the related statements of activities and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards,* issued by the Comptroller General of the United States; and the *2017-2018 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting,* issued by the California Education Audit Appeals Panel as regulations. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to MSA 6's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of MSA 6's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

DRAFT 11/15/2018

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of MSA 6, as of June 30, 2018 and 2017, and the changes in its net assets, and its cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Other Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying supplementary information as listed on the table of contents are presented for purposes of additional analysis and are not a required part of the financial statements.

The accompanying supplementary information is the responsibility of management, and was derived from, and relates directly to the underlying accounting and other records used to prepare the financial statements. Such information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion the accompanying supplementary information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated _____, 2018, on our consideration of MSA 6's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of MSA 6's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering MSA 6's internal control over financial reporting and compliance.

Rancho Cucamonga, California
_____, 2018

DRAFT 11/15/2018

FINANCIAL STATEMENTS

DRAFT 11/15/2018

MAGNOLIA SCIENCE ACADEMY 6
(A California Nonprofit Public Benefit Corporation)

STATEMENT OF FINANCIAL POSITION
(With comparative financial information at June 30, 2017)

JUNE 30, 2018

	2018	2017
ASSETS		
Current Assets:		
Cash and cash equivalents	$ 1,442,531	$ 754,059
Accounts receivable	162,484	168,102
Intra-company receivable	2,500	450,000
Prepaid expenses and other current assets	14,884	17,566
Total Current Assets	1,622,399	1,389,727
Non-Current Assets:		
Fixed assets	158,971	153,988
Less: accumulated depreciation	(130,981)	(102,255)
Total Non-Current Assets	27,990	51,733
Total Assets	$ 1,650,389	$ 1,441,460
LIABILITIES		
Current Liabilities:		
Accounts payable and accruals	$ 46,433	$ 156,147
Intra-company payable	58	26,392
Total Current Liabilities	46,491	182,539
NET ASSETS		
Unrestricted	1,491,714	1,204,609
Designated	112,184	54,312
Total Net Assets	1,603,898	1,258,921
Total Liabilities and Net Assets	$ 1,650,389	$ 1,441,460

The accompanying notes are an integral part of these financial statements.

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MAGNOLIA SCIENCE ACADEMY 6
(A California Nonprofit Public Benefit Corporation)

STATEMENT OF ACTIVITIES
(With comparative financial information at June 30, 2017)

FOR THE YEAR ENDED JUNE 30, 2018

	2018	2017
CHANGES IN UNRESTRICTED NET ASSETS		
Unrestricted revenues:		
State apportionments	$ 1,449,785	$ 1,552,530
Federal revenue	143,028	148,639
Other State revenue	374,247	303,769
Local revenue	52,349	28,043
Total Revenues	2,019,409	2,032,981
EXPENSES		
Program services:		
Salaries and benefits	$ 887,176	$ 893,030
Student services	80,009	76,545
Materials and supplies	18,712	57,669
Student nutrition	44,443	48,940
Other expenses	34,220	40,095
Subtotal	1,064,560	1,116,279
Management and general:		
Salaries and benefits	221,794	223,258
Depreciation	28,726	19,778
Management fee	82,190	89,797
Occupancy	125,889	113,421
Operating expenses	151,273	168,792
Subtotal	609,872	615,046
Total Expenses	1,674,432	1,731,325
CHANGE IN UNRESTRICTED NET ASSETS	344,977	301,656
NET ASSETS, BEGINNING OF YEAR	1,258,921	957,265
NET ASSETS, END OF YEAR	$ 1,603,898	$ 1,258,921

The accompanying notes are an integral part of these financial statements.

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MAGNOLIA SCIENCE ACADEMY 6
(A California Nonprofit Public Benefit Corporation)

STATEMENT OF CASH FLOWS
(With comparative financial information at June 30, 2017)

FOR THE YEAR ENDED JUNE 30, 2018

	2018	2017
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in unrestricted net assets	$ 344,977	$ 301,656
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation expense	28,726	19,778
Changes in operating assets and liabilities:		
(Increase) Decrease in assets		
Accounts receivable	5,618	129,308
Intra-company receivable	447,500	(150,000)
Prepaid expenses and other current assets	2,682	(13,731)
Increase (Decrease) in liabilities		
Accounts payable and accruals	(109,714)	19,923
Intra-company payable	(26,334)	(83,618)
Net Cash Provided by Operating Activities	693,455	223,316
CASH FLOWS FROM INVESTING ACTIVITIES		
Capital expenditures	(4,983)	(5,111)
NET CHANGE IN CASH	688,472	218,205
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	754,059	535,854
CASH AND CASH EQUIVALENTS, END OF YEAR	$ 1,442,531	$ 754,059
Supplemental cash flow disclosure:		
Cash paid during the period for interest	$ -	$ -

The accompanying notes are an integral part of these financial statements.

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MAGNOLIA SCIENCE ACADEMY 6
(A California Nonprofit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2018

NOTE 1 - ORGANIZATION AND MISSION

Magnolia Science Academy 6

Charter school number authorized by the State: 0988

Magnolia Science Academy-6 (MSA 6) is a charter school located in Los Angeles, California that provides sixth through eighth grade education to approximately 155 students. The School was created under the approval of the Los Angeles Unified School District (ending June 30, 2019) and the California State Board of Education, and receives public per-pupil funding to help support their operation. The School is economically dependent on Federal and State funding.

Magnolia Educational and Research Foundation

MSA 6 is an integral part of Magnolia Educational and Research Foundation (Foundation), which also serves as MSA 6's Charter School Management Organization (CMO) that manages MSA 6's nonacademic operation such as financial, general administration, and human resource management. MSA 6's financial statements are included in the consolidated financial statements of Magnolia Educational and Research Foundation.

Administrative support provided to the individual schools and accounted for separately within the financial statements. School support uses a tier expense allocation structure based on student enrollment to calculate expenses to be charged out on each charter school.

Other Related Entities

Joint Powers Agency and Risk Management Pools - MSA 6 is associated with the California Charter Schools Joint Powers Authority (CCS-JPA) *dba* CharterSAFE. CharterSAFE does not meet the criteria for inclusion as a component unit of MSA 6. Additional information is presented in Note 14 to the financial statements.

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The significant policies followed by MSA 6 are described below to enhance the financial statements.

Financial Statement Presentation

MSA 6 is required to report information about its financial position and activities in three classes of net assets: unrestricted, temporarily restricted, and permanently restricted net assets. MSA 6 had no temporarily or permanently restricted net assets as of June 30, 2018 and 2017, respectively. In addition, MSA 6 is required to present a statement of cash flows.

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MAGNOLIA SCIENCE ACADEMY 6
(A California Nonprofit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2018

Accounting Method - Basis of Accounting

The financial statements were prepared in accordance with accounting principles generally accepted in the United States of America as applicable to not-for-profit organizations. Basis of accounting refers to the situation when revenues and expenses are recognized in the accounts and reported on the financial statements. Basis of accounting relates to the timing of measurement made, regardless of the measurement focus applied. MSA 6 uses the accrual basis of accounting. Revenues are recognized when they are earned and expenditures are recognized in the accounting period in which the liability is incurred.

Revenue Recognition

Contributions received are recorded as unrestricted, temporarily restricted, or permanently restricted depending upon the existence and/or nature of any donor restrictions.

All donor-restricted contributions are recorded as increases in temporarily or permanently restricted net assets depending on the nature of the restriction. When a restriction expires, either by the passage of time or the purpose is satisfied, the temporarily restricted net assets are reclassified to unrestricted net assets and reported in the *Statement of Activities* as "net assets released from restrictions." During 2017-2018, MSA 6 did not receive any donor-restricted contributions.

Income Taxes

MSA 6 is a non-profit public benefit corporation that is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code and classified by the Internal Revenue Service as other than a private foundation and qualifies for deductible contributions as provided in Section 170(b) (1) (A) (vi). It is also exempt from State franchise and income taxes under Section 23701(d) of the California Revenue and Taxation Code. Accordingly, no provision for income taxes has been reflected in these financial statements. Income tax returns for 2014 and forward may be audited by regulatory agencies; however, MSA 6 is not aware of any such actions at this time.

MSA 6 has adopted Financial Accounting Standards Board (FASB) Accounting Standards Codification (ASC) Topic 740 that clarifies the accounting for uncertainty in tax positions taken or expected to be taken on a tax return and provides that the tax effects from an uncertain tax position can be recognized in the financial statements only if, based on its merits, the position is more likely than not to be sustained on audit by the taxing authorities. Management believes that all tax positions taken to date are highly certain, and, accordingly, no accounting adjustment has been made to the financial statements.

Cash and Cash Equivalents

For purposes of the Statement of Cash Flows, MSA 6 considers all highly liquid investments available for current use with an initial maturity of three months or less to be cash equivalents.

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Accounts Receivable

Accounts receivable are stated at the amount management expects to collect from the outstanding balance. Management provides an analysis of the probable collection of the accounts through a provision for bad debt expense and an adjustment to a valuation allowance. At June 30, 2018 and 2017, respectively, management determined that all accounts receivable are fully collectible, and no allowance for bad debts has been established.

Prepaid Expenses

Prepaid expenses represent amounts paid in advance of receiving goods or services. MSA 6 has reported prepaid items either when purchased or during the benefiting period.

Fixed Assets

All assets with a useful life of greater than one year and costing more than $5,000 will be capitalized and (except for land) will be recorded in the depreciation records. Property and equipment is capitalized at cost or fair market value on the date of receipt in the case of donated property. Depreciation is provided on the straight-line method over the estimated useful lives of the assets ranging from 3 to 10 years. Bulk computer, software, and other technology purchases with an aggregate value of $25,000 or more are captured as fixed assets regardless of individual price of item. In addition, remodeling modifications and replacement costs of integral structural components are only capitalized when such costs incurred exceed $50,000. Leasehold improvements are depreciated over the lease term (including options) or the useful life. Major additions are capitalized, and repairs and maintenance that do not improve or extend the life of the assets are expensed. When assets are sold or retired, their cost and the related accumulated depreciation are removed from the accounts with the resulting gain or loss reflected in the Statement of Activities. Depreciation expense for the year ended June 30, 2018 and 2017, was $28,726 and $19,778, respectively.

Donated Services, Goods, and Facilities

A substantial number of volunteers have donated their time and experience to MSA 6′s program services and fundraising campaigns during the year. However, these donated services are not reflected in the financial statements since there is no readily determined method of valuing the services.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities, and disclosure of contingent assets and liabilities, at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

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MAGNOLIA SCIENCE ACADEMY 6
(A California Nonprofit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2018

Net Asset Classes

Magnolia Science Academy is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted, temporarily restricted and permanently restricted.

Net assets of the Magnolia Science Academy consist of the following:

Unrestricted - All resources over which the governing board has discretionary control to use in carrying on the general operations of MSA 6.

Temporarily restricted - These net assets are restricted by donors to be used for specific purposes. MSA 6 does not have temporarily restricted net assets.

Permanently restricted - These net assets are permanently restricted by donors and cannot be used by the school. MSA 6 does not have permanently restricted net assets.

Unrestricted/Designated Net Assets

Designations of the ending net assets indicate tentative plans for financial resource utilization in a future period. As of June 30, 2018 and 2017, MSA 6 has $112,184 and $54,312, respectively, designated balance for California Clean Energy Jobs Act, Educator Effectiveness, National School Lunch Program, and College Readiness funds.

Intra-company Receivable/Payable

Intra-company receivable/payable results from a net cumulative difference between resources provided by the Foundation to MSA 6 and reimbursement for those resources.

New Accounting Pronouncements

In February 2016, FASB issued Accounting Standards Update (ASU) 2016-02, *Leases* (ASU 2016-02). ASU 2016-02 requires a lessee to recognize a lease asset representing its right to use the underlying asset for the lease term, and a lease liability for the payments to be made to lessor, on its statement of financial position for all operating leases greater than 12 months. ASU 2016-02 will be effective for fiscal years, and interim periods within those fiscal years, beginning after December 15, 2019. Although the full impact of this Update on the Organization's financial statements has not yet been determined, the future adoption of this guidance will require the Organization to record assets and liabilities on its statement of financial position relating to facility and other leases currently being accounted for as operating leases (see Note 10).

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In August 2016, the FASB issued ASU No. 2016-14, *Not-for-Profit Entities (Topic 958): Presentation of Financial Statements of Not-for-Profit Entities* (ASU 2016-14). ASU 2016-14 change presentation and disclosure requirements for not-for-profit entities to provide more relevant information about their resources (and the changes in those resources) to donors, grantors, creditors, and other users. These include qualitative and quantitative requirements in the following areas: (1) net asset classes; (2) investment return; (3) expenses; (4) liquidity and availability of resources; and (5) presentation of operating cash flows. ASU 2016-14 will be effective for annual financial statements issued for fiscal years beginning after December 15, 2017, and for interim periods within fiscal years beginning after December 15, 2018. Early application of the amendments is permitted. The Organization has not yet completed its assessment of the impact of this guidance on its financial statements. Under this guidance, the Organization will be required to present two classes of net assets (net assets with donor restrictions and net assets without donor restrictions) and changes in each of these two classes, on the face of the statement of financial position and statement of activities, respectively, rather than the current required three classes (unrestricted, temporarily restricted, and permanently restricted).

NOTE 3 - CASH AND CASH EQUIVALENTS

Cash at June 30, 2018 and 2017, consisted of the following:

	June 30, 2018		June 30, 2017	
	Reported Amount	Bank Balance	Reported Amount	Bank Balance
Deposits				
Cash on hand and in bank	$ 1,442,531	$ 1,496,957	$ 754,059	$ 776,573

Cash balances held in banks are insured up to $250,000 by the Federal Deposit Insurance Corporation (FDIC). MSA 6 maintains its cash in bank deposit accounts that at times may exceed insured limits. MSA 6 has not experienced any losses in such accounts. At June 30, 2018 and 2017, MSA 6 had $1,472,859 and $756,568, respectively, in excess of insured limits.

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MAGNOLIA SCIENCE ACADEMY 6
(A California Nonprofit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2018

NOTE 4 - ACCOUNTS RECEIVABLE

Accounts receivable at June 30, 2018 and 2017, consisted of the following:

	2018	2017
State principal apportionment	$ 36,937	$ 99,113
Due from other agencies	-	1,055
Federal receivable	37,474	15,246
State receivable	74,645	25,242
Lottery	13,428	15,618
Local receivable	-	11,828
Total Accounts Receivable	$ 162,484	$ 168,102

NOTE 5 - INTRA–COMPANY RECEIVABLE

The intra-company receivable results from a net cumulative difference between resources provided by Magnolia Educational and Research Foundation (Foundation) to MSA 6 and reimbursement for those resources from MSA 6 to the Foundation, and cash transfers for cash flow purposes. MSA 6 and the Foundation are related because they are the same legal entity; share the same tax identification number, governed by the same board of directors and share key management personnel. At June 30, 2018 and 2017, MSA 6 had an intra-company receivable balance of $2,500 and $450,000, respectively, from the Foundation.

NOTE 6 - PREPAID EXPENSES AND SECURITY DEPOSITS

Prepaid expenses at June 30, 2018 and 2017, consisted of the following:

	2018	2017
Prepaid rent, security deposits, insurance, and miscellaneous vendors	$ 14,884	$ 17,566

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MAGNOLIA SCIENCE ACADEMY 6
(A California Nonprofit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2018

NOTE 7 - FIXED ASSETS

Fixed assets at June 30, 2018 and 2017, consisted of the following:

	2018	2017
Computer and equipment	$ 148,877	$ 153,988
Work in progress	10,094	-
Subtotal	158,971	153,988
Less: accumulated depreciation	(130,981)	(102,255)
Total Fixed Assets	$ 27,990	$ 51,733

During the year ended June 30, 2018 and 2017, $28,726 and $19,778, respectively, was charged to depreciation expense.

NOTE 8 - ACCOUNTS PAYABLE AND ACCRUALS

Accounts payable at June 30, 2018 and 2017, consisted of the following:

	2018	2017
Salaries and benefits	$ 37,359	$ 40,242
Vendor payables	5,646	115,905
Due to other agencies	3,428	-
Total Accounts Payable	$ 46,433	$ 156,147

NOTE 9 - INTRA–COMPANY PAYABLE

The intra-company payable results from a net cumulative difference between resources provided by Magnolia Educational and Research Foundation (Foundation) to MSA 6 and reimbursement for those resources from MSA 6 to the Foundation, and cash transfers for cash flow purposes. MSA 6 and the Foundation are related because they are the same legal entity; share the same tax identification number, governed by the same board of directors and share key management personnel. At June 30, 2018 and 2017, MSA 6 had an intra-company payable balance of $58 and $26,392, respectively, from the Foundation.

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NOTE 10 - OPERATING LEASE

Magnolia Science Academy 6 entered into a lease agreement with First Lutheran Church of Culver City and Palms on August 1, 2015, for the property located at 3754 Dunn Drive, Los Angeles, California for the sole purpose of operating MSA 6 educational programs and related Charter School activities. Lease payments during 2018 and 2017, were $114,000 and $113,500, respectively.

NOTE 11 - RELATED PARTY TRANSACTIONS

MSA 6 is part of the Foundation. MSA 6 pays the Foundation management fees for services received. The amount is calculated based on management assessment. The amount of management fees paid to the Foundation for fiscal year ended June 30, 2018 and 2017, was $82,190 and $89,797, respectively.

NOTE 12 - EMPLOYEE RETIREMENT SYSTEMS

Qualified employees are covered under multiple-employer defined benefit pension plans maintained by agencies of the State of California. Academic employees are members of the California State Teachers' Retirement System (CalSTRS) and classified employees are members of the California Public Employees' Retirement System (CalPERS).

The risks of participating in these multi-employer defined benefit pension plans are different from single-employer plans because: (a) assets contributed to the multi-employer plan by one employer may be used to provide benefits to employees of other participating employers, (b) the required member, employer, and State contribution rates are set by the California Legislature, and (c) if MSA 6 chooses to stop participating in the multi-employer plan, it may be required to pay a withdrawal liability to the plan. MSA 6 has no plans to withdraw from this multi-employer plan.

The details of each plan are as follows:

California State Teachers' Retirement System (CalSTRS)

Plan Description

MSA 6 contributes to the State Teachers Retirement Plan (STRP) administered by the California State Teachers' Retirement System (CalSTRS). STRP is a cost-sharing multiple-employer public employee retirement system defined benefit pension plan. Benefit provisions are established by State statutes, as legislatively amended, within the State Teachers' Retirement Law. According to the most recently available Comprehensive Annual Financial Report and Actuarial Valuation Report for the year ended June 30, 2017, total actuarial value of assets are $180 billion, the actuarial obligation is $287 billion, contributions from all employers totaled $4.0 billion, and the plan is 62.6 percent funded.

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MAGNOLIA SCIENCE ACADEMY 6
(A California Nonprofit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2018

A full description of the pension plan regarding benefit provisions, assumptions (for funding, but not accounting purposes), and membership information is listed in the June 30, 2017, annual actuarial valuation report, Defined Benefit Program Actuarial Valuation. This report and CalSTRS audited financial information are publically available reports that can be found on the CalSTRS website under Publications at: http://www.calstrs.com/member-publications.

Benefits Provided

The STRP provides retirement, disability and survivor benefits to beneficiaries. Benefits are based on members' final compensation, age and years of service credit. Members hired on or before December 31, 2012, with five years of credited service are eligible for the normal retirement benefit at age 60. Members hired on or after January 1, 2013, with five years of credited service are eligible for the normal retirement benefit at age 62. The normal retirement benefit is equal to 2.0 percent of final compensation for each year of credited service.

The STRP is comprised of four programs: Defined Benefit Program, Defined Benefit Supplement Program, Cash Balance Benefit Program and Replacement Benefits Program. The STRP holds assets for the exclusive purpose of providing benefits to members and beneficiaries of these programs. CalSTRS also uses plan assets to defray reasonable expenses of administering the STRP. Although CalSTRS is the administrator of the STRP, the State is the sponsor of the STRP and obligor of the trust. In addition, the State is both an employer and nonemployer contributing entity to the STRP.

MSA 6 contributes exclusively to the STRP Defined Benefit Program, thus disclosures are not included for the other plans.

The STRP provisions and benefits in effect at June 30, 2018, are summarized as follows:

	STRP Defined Benefit Program	
Hire date	December 31, 2012	January 1, 2013
Benefit formula	2% at 60	2% at 62
Benefit vesting schedule	5 years of service	5 years of service
Benefit payments	Monthly for life	Monthly for life
Retirement age	60	62
Monthly benefits as a percentage of eligible compensation	2.0% - 2.4%	2.0% - 2.4%
Required employee contribution rate	10.25%	9.205%
Required employer contribution rate	14.43%	14.43%
Required state contribution rate	9.328%	9.328%

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Contributions

Required member, Charter School and State of California contributions rates are set by the California Legislature and Governor and detailed in Teachers' Retirement Law. The contributions rates are expressed as a level percentage of payroll using the entry age normal actuarial method. In accordance with AB 1469, employer contributions into the CalSTRS will be increasing to a total of 19.1 percent of applicable member earnings phased over a seven year period. The contribution rates for each plan for the year ended June 30, 2018, are presented above and MSA 6's total contributions were $96,199.

California Public Employees Retirement System (CalPERS)

Plan Description

Qualified employees are eligible to participate in the School Employer Pool (SEP) under the California Public Employees' Retirement System (CalPERS), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalPERS. Benefit provisions are established by State statutes, as legislatively amended, within the Public Employees' Retirement Law. According to the most recently available Actuarial Valuation Report for the year ended June 30, 2016, the Schools Pool total plan assets are $55.8 billion, the total accrued liability is $77.5 billion, contributions from all employers totaled $1.43 billion, and the plan is 71.9 percent funded.

A full description of the pension plan regarding benefit provisions, assumptions (for funding, but not accounting purposes), and membership information is listed in the June 30, 2016, annual actuarial valuation report, Schools Pool Actuarial Valuation, 2016. This report and CalPERS audited financial information are publically available reports that can be found on the CalPERS website under Forms and Publications at:
https://www.calpers.ca.gov/page/forms-publications.

Benefits Provided

CalPERS provides service retirement and disability benefits, annual cost of living adjustments and death benefits to plan members, who must be public employees and beneficiaries. Benefits are based on years of service credit, a benefit factor and the member's final compensation. Members hired on or before December 31, 2012, with five years of total service are eligible to retire at age 50 with statutorily reduced benefits. Members hired on or after January 1, 2013, with five years of total service are eligible to retire at age 52 with statutorily reduced benefits. All members are eligible for non-duty disability benefits after five years of service. The Basic Death Benefit is paid to any member's beneficiary if the member dies while actively employed. An employee's eligible survivor may receive the 1957 Survivor Benefit if the member dies while actively employed, is at least age 50 (or 52 for members hired on or after January 1, 2013), and has at least five years of credited service. The cost of living adjustments for each plan are applied as specified by the Public Employees' Retirement Law.

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The CalPERS provisions and benefits in effect at June 30, 2018, are summarized as follows:

	School Employer Pool (CalPERS)	
Hire date	On or before	On or after
Benefit formula	2% at 55	2% at 62
Benefit vesting schedule	5 years of service	5 years of service
Benefit payments	Monthly for life	Monthly for life
Retirement age	55	62
Monthly benefits as a percentage of eligible compensation	1.1% - 2.5%	1.0% - 2.5%
Required employee contribution rate	7.00%	6.50%
Required employer contribution rate	15.531%	15.531%

Contributions

Section 20814(c) of the California Public Employees' Retirement Law requires that the employer contribution rates for all public employers be determined on an annual basis by the actuary and shall be effective on the July 1 following notice of a change in the rate. Total plan contributions are calculated through the CalPERS annual actuarial valuation process. The actuarially determined rate is the estimated amount necessary to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability. MSA 6 is required to contribute the difference between the actuarially determined rate and the contribution rate of employees. The contributions rates are expressed as percentage of annual payroll. The contribution rates for each plan for the year ended June 30, 2018, are presented above and the total Charter School contributions were $15,954.

On Behalf Payments

The State of California makes contributions to CalSTRS on behalf of the School. These payments consist of State General Fund contributions to CalSTRS in the amount of $49,077 (9.328 percent of salaries subject to CalSTRS). Under accounting principles generally accepted in the United States of America, these amounts are to be reported as revenues and expenditures. Accordingly, these amounts have been recorded in these financial statements.

NOTE 13 - CONTINGENCIES

Grants

MSA 6 has received State and Federal funds for specific purposes that are subject to review and audit by the grantor agencies. The LAUSD Office of Inspector General has been in the process of reviewing prior year's activity. Per the LAUSD Office of Inspector General letter dated November 6, 2017, "unless the Office of Inspector General receives new information or is directed otherwise by the Board, the office of Inspector General will not be moving forward on this matter at this time". Although such audits could generate disallowances under terms of the grants, it is believed that any reimbursement, if required, would not be material.

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Litigation

MSA 6 is not currently a party to any legal proceedings.

NOTE 14 - PARTICIPATION IN JOINT POWERS AUTHORITY

MSA 6 is a participant in the California Charter Schools Joint Powers Authority (CCS-JPA) *dba* CharterSAFE for risk management services for workers' compensation and charter school liability insurance. The relationship between MSA 6 and CharterSAFE is such that CharterSAFE is not considered a component unit of MSA 6 for financial reporting purposes.

CharterSAFE has budgeting and financial reporting requirements independent of member units and CharterSAFE's financial statements are not presented in these financial statements; however, transactions between CharterSAFE and MSA 6 are included in these statements. Audited financial statements for CharterSAFE were not available for fiscal year 2017-2018 at the time this report was issued. However, financial statements should be available from the respective agency.

During the year ended June 30, 2018 and 2017, MSA 6 made payments of $19,055 and $19,014, respectively, to CharterSAFE for services received. At June 30, 2018 and 2017, respectively, MSA 6 had no recorded accounts receivable or accounts payable to CharterSAFE.

NOTE 15 - SUBSEQUENT EVENTS

MSA 6's management has evaluated events or transactions that may occur for potential recognition or disclosure in the financial statements through _____, 2018, which is the date the financial statements were available to be issued. Management has determined that there were no subsequent events or transactions that would have a material impact on the

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SUPPLEMENTARY INFORMATION

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MAGNOLIA SCIENCE ACADEMY 6
(A California Nonprofit Public Benefit Corporation)

LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE
JUNE 30, 2018

ORGANIZATION

Magnolia Science Academy 6 (Charter Number 0988) was granted on May 8, 2008, by the Los Angeles Unified School District and renewed for a five year period ending June 30, 2019. MSA 6 operates one school, grades six through eight.

BOARD OF DIRECTORS

MEMBER	OFFICE	TERM EXPIRES
Mr. Saken Sherkhanov	President	December 11, 2018
Rabbi Haim Beliak	Vice-Chair	February 8, 2022
Dr. Charlotte Brimmer	Director	August 10, 2022
Ms. Sandra Covarrubias	Director/Parent	August 10, 2022
Dr. Salih Dikbas	Director	December 10, 2019
Mr. Shohrat Geldiyev	Director	March 11, 2020
Mrs. Diane Gonzalez	Director	December 2019
Mr. Serdar Orazov	Director	September 9, 2020
Dr. Umit Yapanel	Director	October 11, 2022

ADMINISTRATION

Alfredo Rubalcava[1]	Chief Executive Officer, Superintendent
Caprice Young, Ed.D.[2]	Chief Executive Officer, Superintendent
Nanie Montijo	Chief Financial Officer

[1] Effective July 1, 2018
[2] Resigned June 30, 2018

See accompanying note to supplementary information.

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MAGNOLIA SCIENCE ACADEMY 6
(A California Nonprofit Public Benefit Corporation)

SCHEDULE OF AVERAGE DAILY ATTENDANCE FOR THE YEAR ENDED JUNE 30, 2018

	Final Report	
	Second Period Report	Annual Report
Regular ADA		
Sixth	44.03	43.34
Seventh and eighth	111.09	111.26
Total Regular ADA	155.12	154.60
Classroom based ADA		
Sixth	44.03	43.34
Seventh and eighth	111.09	111.26
Total Classroom based ADA	155.12	154.60

MSA 6 did not operate an independent study non-classroom based instruction program.

See accompanying note to supplementary information.

DRAFT 11/15/2018

MAGNOLIA SCIENCE ACADEMY 6
(A California Nonprofit Public Benefit Corporation)

SCHEDULE OF INSTRUCTIONAL TIME
FOR THE YEAR ENDED JUNE 30, 2018

Grade Level	1986-87 Minutes Requirement	2017-18 Actual Minutes	Number of Days		Status
			Traditional Calendar	Multitrack Calendar	
Grades 6 - 8	54,000				
Grade 6		63,846	180	N/A	Complied
Grade 7		63,846	180	N/A	Complied
Grade 8		63,846	180	N/A	Complied

See accompanying note to supplementary information.

DRAFT 11/15/2018

MAGNOLIA SCIENCE ACADEMY 6
(A California Nonprofit Public Benefit Corporation)

RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED FINANCIAL STATEMENTS FOR THE YEAR ENDED JUNE 30, 2018

Summarized below are the net assets reconciliations between the Unaudited Actual Financial Report and the audited financial statements.

NET ASSETS	
Net Assets, June 30, 2018, Unaudited Actuals	$ 1,603,577
Increase (Decrease) in:	
Accounts receivable	(2,441)
Intra-company receivable	2,500
(Increase) Decrease in:	
Accounts payable and accruals	320
Intra-company payable	(58)
Net Assets, June 30, 2018, Audited Financial Statement	$ 1,603,898

See accompanying note to supplementary information.

DRAFT 11/15/2018

MAGNOLIA SCIENCE ACADEMY 6
(A California Nonprofit Public Benefit Corporation)

NOTE TO SUPPLEMENTARY INFORMATION
JUNE 30, 2018

NOTE 1 - PURPOSE OF SUPPLEMENTARY SCHEDULES

Local Education Agency Organization Structure

This schedule provides information about the school operated, members of the governing board, and members of the administration.

Schedule of Average Daily Attendance

Average daily attendance (ADA) is a measurement of the number of pupils attending classes of MSA 6. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of State funds are made to local education agencies. This schedule provides information regarding the attendance of students at various grade levels and in different programs.

Schedule of Instructional Time

This schedule presents information on the amount of instructional time offered by MSA 6 and whether MSA 6 complied with the provisions of *Education Code* Sections 47612 and 47612.5, if applicable.

Charter schools must maintain their instructional minutes at the 1986-87 requirements, as required by *Education Code* Section 47612.5.

Reconciliation of Annual Financial Report With Audited Financial Statements

This schedule provides the information necessary to reconcile the net assets of all funds reported on the Unaudited Actual Financial Report to the audited financial statements.

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INDEPENDENT AUDITOR'S REPORTS

DRAFT 11/15/2018

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Governing Board
Magnolia Science Academy 6
(A California Nonprofit Public Benefit Corporation)
Los Angeles, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Magnolia Science Academy 6 (MSA 6) which comprise the statement of financial position as of June 30, 2018 and 2017, and the related statements of activities and cash flows for the fiscal year then ended, and the related notes to the financial statements, and have issued our report thereon dated _____, 2018.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered MSA 6's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of MSA 6's internal control. Accordingly, we do not express an opinion on the effectiveness of MSA 6's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of MSA 6's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

DRAFT 11/15/2018

Compliance and Other Matters

As part of obtaining reasonable assurance about whether MSA 6's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

We noted certain matters that we reported to management of MSA 6 in a separate letter dated _____, 2018.

Purpose of This Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of MSA 6's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering MSA 6's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Rancho Cucamonga, California
_____, 2018

DRAFT 11/15/2018

INDEPENDENT AUDITOR'S REPORT ON STATE COMPLIANCE

Governing Board
Magnolia Science Academy 6
(A California Nonprofit Public Benefit Corporation)
Los Angeles, California

Report on State Compliance

We have audited Magnolia Science Academy 6's (MSA 6) compliance with the types of compliance requirements as identified in the *2017-2018 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* that could have a direct and material effect on each of MSA 6's State government programs as noted below for the year ended June 30, 2018.

Management's Responsibility

Management is responsible for compliance with the requirements of State laws, regulations, and the terms and conditions of its State awards applicable to its State programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance of each of MSA 6's State programs based on our audit of the types of compliance requirements referred to above. We conducted our audit in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the *2017-2018 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. These standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the compliance requirements referred to above that could have a material effect on the applicable government programs noted below. An audit includes examining, on a test basis, evidence about MSA 6's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinions. Our audit does not provide a legal determination of MSA 6's compliance with those requirements.

Unmodified Opinion

In our opinion, MSA 6 complied, in all material respects, with the compliance requirements referred to above that are applicable to the government programs noted below that were audited for the year ended June 30, 2018.

DRAFT 11/15/2018

In connection with the audit referred to above, we selected and tested transactions and records to determine MSA 6's compliance with the State laws and regulations applicable to the following items:

	Procedures Performed
LOCAL EDUCATION AGENCIES OTHER THAN CHARTER SCHOOLS	
Attendance	No, see below
Teacher Certification and Misassignments	No, see below
Kindergarten Continuance	No, see below
Independent Study	No, see below
Continuation Education	No, see below
Instructional Time	No, see below
Instructional Materials	No, see below
Ratios of Administrative Employees to Teachers	No, see below
Classroom Teacher Salaries	No, see below
Early Retirement Incentive	No, see below
Gann Limit Calculation	No, see below
School Accountability Report Card	No, see below
Juvenile Court Schools	No, see below
Middle or Early College High Schools	No, see below
K-3 Grade Span Adjustment	No, see below
Transportation Maintenance of Effort	No, see below
Apprenticeship: Related and Supplemental Instruction	No, see below
SCHOOL DISTRICTS, COUNTY OFFICES OF EDUCATION, AND CHARTER SCHOOLS	
Educator Effectiveness	Yes
California Clean Energy Jobs Act	Yes
After/Before School Education and Safety Program:	
General Requirements	No, see below
After School	No, see below
Before School	No, see below
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control Accountability Plan	Yes
Independent Study - Course Based	No, see below
CHARTER SCHOOLS	
Attendance	Yes
Mode of Instruction	Yes
Non Classroom-Based Instruction/Independent Study for Charter Schools	No, see below
Determination of Funding for Non Classroom-Based Instruction	No, see below
Annual Instruction Minutes Classroom-Based	Yes
Charter School Facility Grant Program	Yes

Programs listed above for local education agencies are not applicable to charter schools; therefore, we did not perform any related procedures.

MSA 6 does not operate a before or after school program within the After/Before School Education and Safety Program; therefore, we did not perform any related procedures.

DRAFT 11/15/2018

MSA 6 does not operate Independent Study – Course Based instruction; therefore, we did not perform any related procedures.

MSA 6 does not offer Non Classroom-Based Instruction; therefore, we did not perform any procedures related to Non Classroom-Based Instruction/Independent Study for Charter Schools or Determination of Funding for Non Classroom-Based Instruction.

Rancho Cucamonga, California
_____, 2018

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SCHEDULE OF FINDINGS AND QUESTIONED COSTS

DRAFT 11/15/2018

MAGNOLIA SCIENCE ACADEMY 6
(A California Nonprofit Public Benefit Corporation)

SUMMARY OF AUDITOR'S RESULTS FOR THE YEAR ENDED JUNE 30, 2018

FINANCIAL STATEMENTS

Type of auditor's report issued:	Unmodified
Internal control over financial reporting:	
Material weakness identified?	No
Significant deficiency identified?	None reported
Noncompliance material to financial statements noted?	No

STATE AWARDS

Type of auditor's report issued on compliance for programs:	Unmodified

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MAGNOLIA SCIENCE ACADEMY 6
(A California Nonprofit Public Benefit Corporation)

FINANCIAL STATEMENT FINDINGS
FOR THE YEAR ENDED JUNE 30, 2018

None reported.

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MAGNOLIA SCIENCE ACADEMY 6
(A California Nonprofit Public Benefit Corporation)

STATE AWARDS FINDINGS AND QUESTIONED COSTS FOR THE YEAR ENDED JUNE 30, 2018

None reported.

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MAGNOLIA SCIENCE ACADEMY 6
(A California Nonprofit Public Benefit Corporation)

SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS FOR THE YEAR ENDED JUNE 30, 2018

There were no audit findings reported in the prior year.

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Governing Board
Magnolia Science Academy 6
(A California Nonprofit Public Benefit Corporation)
Los Angeles, California

In planning and performing our audit of the financial statements of Magnolia Science Academy 6 (MSA 6), for the year ended June 30, 2018, we considered its internal control structure in order to determine our auditing procedures for the purpose of expressing our opinion on the financial statements and not to provide assurance on the internal control structure.

We are pleased to report there are no matters to note for MSA 6 for the year ended June 30, 2018.

Rancho Cucamonga, California
_____, 2018

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MAGNOLIA SCIENCE ACADEMY 7
(A California Nonprofit Public Benefit Corporation)

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INDEPENDENT AUDITOR'S REPORT

Governing Board
Magnolia Science Academy 7
(A California Nonprofit Public Benefit Corporation)
Northridge, California

Report on the Financial Statements

We have audited the accompanying financial statements of Magnolia Science Academy 7 (MSA 7) (A California Nonprofit Public Benefit Corporation), which are comprised of the statement of financial position as of June 30, 2018 and 2017, and the related statements of activities and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards,* issued by the Comptroller General of the United States; and the *2017-2018 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting,* issued by the California Education Audit Appeals Panel as regulations. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to MSA 7's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of MSA 7's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

DRAFT 11/15/2018

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of MSA 7, as of June 30, 2018 and 2017, and the changes in its net assets, and its cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Other Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying supplementary information as listed on the table of contents are presented for purposes of additional analysis and are not a required part of the financial statements.

The accompanying supplementary information is the responsibility of management, and was derived from, and relates directly to the underlying accounting and other records used to prepare the financial statements. Such information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion the accompanying supplementary information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated _____, 2018, on our consideration of MSA 7's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of MSA 7's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering MSA 7's internal control over financial reporting and compliance.

Rancho Cucamonga, California
_____, 2018

DRAFT 11/15/2018

MAGNOLIA SCIENCE ACADEMY 7
(A California Nonprofit Public Benefit Corporation)

STATEMENT OF FINANCIAL POSITION
(With comparative financial information at June 30, 2017)

JUNE 30, 2018

	2018	2017
ASSETS		
Current Assets:		
Cash and cash equivalents	$ 1,269,979	$ 830,140
Accounts receivable	318,241	271,398
Intra-company receivable	-	-
Prepaid expenses and other current assets	22,337	135,483
Total Current Assets	1,610,557	1,237,021
Non-Current Assets		
Security deposits	7,227	4,000
Fixed assets	290,998	135,974
Less: accumulated depreciation	(122,900)	(104,385)
Total Non-Current Assets	175,325	35,589
Total Assets	$ 1,785,882	$ 1,272,610
LIABILITIES		
Current Liabilities:		
Accounts payable and accruals	$ 277,107	$ 109,231
Intra-company payable	10,579	151,049
Total Current Liabilities	287,686	260,280
NET ASSETS		
Unrestricted	1,243,634	959,589
Designated	254,562	52,741
Total Net Assets	1,498,196	1,012,330
Total Liabilities and Net Assets	$ 1,785,882	$ 1,272,610

The accompanying notes are an integral part of these financial statements.

DRAFT 11/15/2018

MAGNOLIA SCIENCE ACADEMY 7
(A California Nonprofit Public Benefit Corporation)

STATEMENT OF ACTIVITIES
(With comparative financial information at June 30, 2017)

FOR THE YEAR ENDED JUNE 30, 2018

	2018	2017
CHANGES IN UNRESTRICTED NET ASSETS		
Unrestricted revenues:		
State apportionments	$ 2,565,977	$ 2,586,389
Federal revenue	241,181	230,631
Other State revenue	945,358	716,536
Local revenue	98,633	87,049
Total Revenues	3,851,149	3,620,605
EXPENSES		
Program services:		
Salaries and benefits	$ 1,393,792	$ 1,390,844
Student services	177,626	172,011
Materials and supplies	45,381	101,080
Student nutrition	93,406	117,260
Other expenses	48,552	78,570
Subtotal	1,758,757	1,859,765
Management and general:		
Salaries and benefits	348,448	347,711
Depreciation	18,515	20,286
Management fee	547,935	656,701
Occupancy	293,076	293,806
Operating expenses	398,552	377,358
Subtotal	1,606,526	1,695,862
Total Expenses	3,365,283	3,555,627
CHANGE IN NET ASSETS	485,866	64,978
NET ASSETS, BEGINNING OF YEAR	1,012,330	947,352
NET ASSETS, END OF YEAR	$ 1,498,196	$ 1,012,330

The accompanying notes are an integral part of these financial statements.

DRAFT 11/15/2018

MAGNOLIA SCIENCE ACADEMY 7
(A California Nonprofit Public Benefit Corporation)

STATEMENT OF CASH FLOWS
(With comparative financial information at June 30, 2017)

FOR THE YEAR ENDED JUNE 30, 2018

	2018	2017
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in unrestricted net assets	$ 485,866	$ 64,978
Adjustments to reconcile change in net assets to net cash provided (used) by operating activities:		
Depreciation expense	18,515	20,286
Changes in operating assets and liabilities:		
(Increase) Decrease in assets		
Accounts receivable	(46,843)	101,100
Intra-company receivable	-	112,514
Prepaid expenses and other current assets	113,146	(107,374)
Increase (Decreased) in liabilities:		
	167,876	(280,618)
Net Cash Provided (Used) by Operating Activities	594,863	(71,063)
CASH FLOWS FROM INVESTING ACTIVITIES		
Capital expenditures	(155,024)	(13,074)
NET CHANGE IN CASH	439,839	(84,137)
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	830,140	914,277
CASH AND CASH EQUIVALENTS, END OF YEAR	$ 1,269,979	$ 830,140
Supplemental cash flow disclosure:		
Cash paid during the period for interest	$ -	$ -

The accompanying notes are an integral part of these financial statements.

DRAFT 11/15/2018

MAGNOLIA SCIENCE ACADEMY 7
(A California Nonprofit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2018

NOTE 1 - ORGANIZATION AND MISSION

Magnolia Science Academy 7

Charter school number authorized by the State: 0989

Magnolia Science Academy 7 (MSA 7) is a charter school located in Northridge, California that provides kindergarten through sixth grade education to approximately 200 students. MSA 7 was created under the approval of the Los Angeles Unified School District and the California State Board of Education, and receives public per-pupil funding to help support their operation. Los Angeles Unified School District approved the charter on February 26, 2008, and renewed the charter agreement in 2014 for a period of five years ending in 2019. MSA 7 is economically dependent on Federal and State funding.

Magnolia Educational and Research Foundation

MSA 7 is an integral part of Magnolia Educational and Research Foundation (Foundation), which also serves as MSA 7's Charter School Management Organization (CMO) that manages MSA 7's nonacademic operation such as financial, general administration, and human resource management. MSA 7's financial statements are included in the consolidated financial statements of Magnolia Educational and Research Foundation.

Administrative support provided to the individual schools and accounted for separately within the financial statements. School support uses a tier expense allocation structure based on student enrollment to calculate expenses to be charged out on each charter school.

MPM Sherman Way, LLC

The Foundation has the following consolidated affiliates (where the Foundation is the sole member) that were formed to provide assistance with funding capital improvement on behalf of the Foundation's activities. MPM Sherman Way LLC, a California limited liability company.

Other Related Entities

Joint Powers Agency and Risk Management Pools - MSA 7 is associated with the California Charter Schools Joint Powers Authority (CCS-JPA) *dba* CharterSAFE. CharterSAFE does not meet the criteria for inclusion as a component unit of MSA 7. Additional information is presented in Note 13 to the financial statements.

DRAFT 11/15/2018

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The significant policies followed by MSA 7 are described below to enhance the financial statements.

Financial Statement Presentation

MSA 7 is required to report information about its financial position and activities in three classes of net assets: unrestricted, temporarily restricted, and permanently restricted net assets. MSA 7 had no temporarily or permanently restricted net assets, as of June 30, 2018 and 2017, respectively. In addition, MSA 7 is required to present a Statement of Cash Flows.

Accounting Method - Basis of Accounting

The financial statements were prepared on the accrual basis in accordance with the AICPA's Audit and Accounting Guide, Not-for-Profit Organizations accounting principles generally accepted in the United States of America as applicable to not-for-profit organizations. Basis of accounting refers to when revenues and expenses are recognized in the accounts and reported on the financial statements. Basis of accounting relates to the timing of measurement made, regardless of the measurement focus applied. MSA 7 uses the accrual basis of accounting. Revenues are recognized when they are earned and expenses are recognized in the accounting period in which the liability is incurred.

Revenue Recognition

Contributions received are recorded as unrestricted, temporarily restricted, or permanently restricted depending upon the existence and/or nature of any donor restrictions.

All donor-restricted contributions are recorded as increases in temporarily or permanently restricted net assets depending on the nature of the restriction. When a restriction expires, either by the passage of time or the purpose is satisfied, the temporarily restricted net assets are reclassified to unrestricted net assets and reported in the Statement of Activities as "net assets released from restrictions." During 2017-2018, MSA 7 did not receive any donor-restricted contributions.

Income Taxes

MSA 7 are a non-profit public benefit corporation that is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code and classified by the Internal Revenue Service as other than a private foundation and qualifies for deductible contributions as provided in Section 170(b) (1) (A) (vi). It is also exempt from State franchise and income taxes under Section 23701(d) of the California Revenue and Taxation Code. Accordingly, no provision for income taxes has been reflected in these financial statements. Income tax returns for 2014 and forward may be audited by regulatory agencies; however, MSA 7 is not aware of any such actions at this time.

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MSA 7 have adopted Financial Accounting Standards Board (FASB) Accounting Standards Codification (ASC) Topic 740 that clarifies the accounting for uncertainty in tax positions taken or expected to be taken on a tax return and provides that the tax effects from an uncertain tax position can be recognized in the financial statements only if, based on its merits, the position is more likely than not to be sustained on audit by the taxing authorities. Management believes that all tax positions taken to date are highly certain, and, accordingly, no accounting adjustment has been made to the financial statements.

Cash and Cash Equivalents

For purposes of the Statement of Cash Flows, MSA 7 considers all highly liquid investments available for current use with an initial maturity of three months or less to be cash equivalents.

Accounts Receivable

Accounts receivable are stated at the amount management expects to collect from the outstanding balance. Management provides an analysis of the probable collection of the accounts through a provision for bad debt expense and an adjustment to a valuation allowance. At June 30, 2018 and 2017, respectively, management had determined that all accounts receivable are fully collectible, and no allowance for bad debts has been established.

Prepaid Expenses

Prepaid expenses represent amounts paid in advance of receiving goods or services. MSA 7 has reported prepaid items either when purchased or during the benefiting period.

Fixed Assets

All assets with a useful life of greater than one year and costing more than $5,000 will be capitalized and (except for land) will be recorded in the depreciation records. Property and equipment is capitalized at cost or fair market value on the date of receipt in the case of donated property. Depreciation is provided on the straight-line method over the estimated useful lives of the assets ranging from 3 to 10 years. Bulk computer, software, and other technology purchases with an aggregate value of $25,000 or more are captured as fixed assets regardless of individual price of item. In addition, remodeling modifications and replacement costs of integral structural components are only capitalized when such costs incurred exceed $50,000. Leasehold improvements are depreciated over the lease term (including options) or the useful life. Major additions are capitalized, and repairs and maintenance that do not improve or extend the life of the assets are expensed. When assets are sold or retired, their cost and the related accumulated depreciation are removed from the accounts with the resulting gain or loss reflected in the Statement of Activities. Depreciation expense for the year ended June 30, 2018 and 2017, was $18,515 and $20,286, respectively.

Deferred Revenue

Deferred revenue arises when resources are received by MSA 7 prior to the incurrence of qualifying expenditures. In subsequent periods, when the obligation in which the resources were received are met, or when MSA 7 have a legal claim to the resources, the liability for deferred revenue is removed from the Statement of Net Assets and revenue is recognized.

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Donated Services, Goods, and Facilities

A substantial number of volunteers have donated their time and experience to MSA 7' program services and fundraising campaigns during the year. However, these donated services are not reflected in the financial statements since there is no readily determined method of valuing the services.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities, and disclosure of contingent assets and liabilities, at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates. Significant estimates include the value of the beneficial interest in a charitable remainder trust.

Net Asset Classes

Magnolia Science Academy 7 is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted, temporarily restricted and permanently restricted.

Net assets of the Magnolia Science Academy 7 consist of the following:

Unrestricted - All resources over which the governing board has discretionary control to use in carrying on the general operations of MSA 7.

Temporarily restricted - These net assets are restricted by donors to be used for specific purposes. MSA 7 does not have temporarily restricted net assets.

Permanently restricted - These net assets are permanently restricted by donors and cannot be used by the school. MSA 7 does not have permanently restricted net assets.

Unrestricted/Designated Net Assets

Designations of the ending net assets indicate tentative plans for financial resource utilization in a future period. As of June 30, 2018 and 2017, MSA 7 has a $254,562 and $52,741, respectively, designated balance for California Clean Energy Jobs Act and Educator Effectiveness funds.

Intra-company Receivable/Payable

Intra-company receivable/payable results from a net cumulative difference between resources provided by the Foundation to MSA 7 and reimbursement for those resources.

DRAFT 11/15/2018

New Accounting Pronouncements

In February 2016, FASB issued Accounting Standards Update (ASU) 2016-02, *Leases* (ASU 2016-02). ASU 2016-02 requires a lessee to recognize a lease asset representing its right to use the underlying asset for the lease term, and a lease liability for the payments to be made to lessor, on its statement of financial position for all operating leases greater than 12 months. ASU 2016-02 will be effective for fiscal years, and interim periods within those fiscal years, beginning after December 15, 2019. Although the full impact of this Update on the Organization's financial statements has not yet been determined, the future adoption of this guidance will require the Organization to record assets and liabilities on its statement of financial position relating to facility and other leases currently being accounted for as operating leases (see Note 10).

In August 2016, the FASB issued ASU No. 2016-14, *Not-for-Profit Entities (Topic 958): Presentation of Financial Statements of Not-for-Profit Entities* (ASU 2016-14). ASU 2016-14 change presentation and disclosure requirements for not-for-profit entities to provide more relevant information about their resources (and the changes in those resources) to donors, grantors, creditors, and other users. These include qualitative and quantitative requirements in the following areas: (1) net asset classes; (2) investment return; (3) expenses; (4) liquidity and availability of resources; and (5) presentation of operating cash flows. ASU 2016-14 will be effective for annual financial statements issued for fiscal years beginning after December 15, 2017, and for interim periods within fiscal years beginning after December 15, 2018. Early application of the amendments is permitted. The Organization has not yet completed its assessment of the impact of this guidance on its financial statements. Under this guidance, the Organization will be required to present two classes of net assets (net assets with donor restrictions and net assets without donor restrictions) and changes in each of these two classes, on the face of the statement of financial position and statement of activities, respectively, rather than the current required three classes (unrestricted, temporarily restricted, and permanently restricted).

NOTE 3 - CASH AND CASH EQUIVALENTS

Cash at June 30, 2018, consisted of the following:

	June 30, 2018		June 30, 2017	
	Reported Amount	Bank Balance	Reported Amount	Bank Balance
Deposits				
Cash on hand	$ 1,269,979	$ 1,327,872	$ 830,140	$ 861,042

Cash balances held in banks are insured up to $250,000 by the Federal Depository Insurance Corporation (FDIC). MSA 7 maintains its cash in bank deposit accounts that at times may exceed federally insured limits. MSA 7 has not experienced any losses in such accounts. At June 30, 2018 and 2017, MSA 7 had a balance of $1,306,496 and $838,861, respectively, in excess of FDIC insured limits. Management believes MSA 7 is not exposed to any significant risk related to cash.

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MAGNOLIA SCIENCE ACADEMY 7
(A California Nonprofit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2018

NOTE 4 - ACCOUNTS RECEIVABLE

Accounts receivable at June 30, 2018, consisted of the following:

	2018	2017
State principal apportionment	$ 88,402	$ 141,304
Due from other agencies	-	1,751
Federal receivable	52,117	19,645
State receivable	151,786	83,082
Lottery	25,719	25,616
Other	217	-
Total Accounts Receivable	$ 318,241	$ 271,398

NOTE 5 - INTRA-COMPANY RECEIVABLE

The June 30, 2018, intra-company receivable results from a net cumulative difference between resources provided by Magnolia Educational and Research Foundation (Foundation) to MSA 7 and reimbursement for those resources from MSA 7 to the Foundation, and cash transfers for cash flow purposes. MSA 7 and the Foundation are related because they are the same legal entity; share the same tax identification number, governed by the same board of directors and share key management personnel. At June 30, 2018 and 2017, MSA 7 had an intra-company receivable balance of $0 and $0, respectively, from the Foundation.

NOTE 6 - PREPAID EXPENSES AND SECURITY DEPOSITS

Prepaid expenses at June 30, 2018 and 2017, consisted of the following:

	2018	2017
Prepaid rent, security deposits, insurance, and miscellaneous vendors	$ 29,564	$ 139,483

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MAGNOLIA SCIENCE ACADEMY 7
(A California Nonprofit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2018

NOTE 7 - FIXED ASSETS

Fixed assets at June 30, 2018 and 2017, consisted of the following:

	2018	2017
Building improvements	$ 27,904	$ 40,978
Computer and equipment	94,996	94,996
Work in progress	168,098	-
Subtotal	290,998	135,974
Less: accumulated depreciation	(122,900)	(104,385)
Total Fixed Assets	$ 168,098	$ 31,589

During the year ended June 30, 2018 and 2017, $18,515 and $20,286, respectively, was charged to depreciation expense.

NOTE 8 - ACCOUNTS PAYABLE

Accounts payable at June 30, 2018 and 2017, consisted of the following:

	2018	2017
Salaries and benefits	$ 80,072	$ 70,760
Vendor payables	185,047	22,180
Due to other agencies	11,988	16,291
Total Accounts Payable	$ 277,107	$ 109,231

NOTE 9 - INTRA-COMPANY PAYABLE

The intra-company payable results from a net cumulative difference between resources provided by Magnolia Educational and Research Foundation (Foundation) to MSA 7 and reimbursement for those resources from MSA 7 to the Foundation, and cash transfers for cash flow purposes. MSA 7 and the Foundation are related because they are the same legal entity; share the same tax identification number, governed by the same board of directors and share key management personnel. At June 30, 2018 and 2017, MSA 7 had an intra-company payable balance of $10,579 and $151,049, respectively, from the Foundation.

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MAGNOLIA SCIENCE ACADEMY 7
(A California Nonprofit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2018

NOTE 10 - OPERATING LEASES

Magnolia Science Academy 7 entered into a lease extension agreement with First Lutheran Church of Northridge on June 20, 2017, for the property located at 18355 Roscoe Boulevard, Northridge, California for the sole purpose of operating MSA 7 educational programs and related Charter School activities and include rental fees that shall be paid on the first of every month. Monthly payments in the amount of $20, 867 shall be made beginning in fiscal year 2017-2018 and increase 3 percent annually. The term of the lease expired on August 1, 2022. Lease payments during 2018 and 2017, were $271,754 and $260,628, respectively.

The future minimum lease commitments are as follows:

Fiscal Year	Payment
2019	$ 257,916
2020	265,656
2021	273,624
2022	281,832
Total	$ 1,079,028

NOTE 11 - RELATED PARTY TRANSACTIONS

MSA 7 is part of the Foundation. MSA 7 pays the Foundation management fees for services received. The amount is calculated based on management assessment. Management fees paid to the Foundation for fiscal year ended June 30, 2018 and 2017, were $547,935 and $656,701, respectively.

NOTE 12 - EMPLOYEE RETIREMENT SYSTEMS

Qualified employees are covered under multiple-employer defined benefit pension plans maintained by agencies of the State of California. Academic employees are members of the California State Teachers' Retirement System (CalSTRS) and classified employees are members of the California Public Employees' Retirement System (CalPERS).

The risks of participating in these multi-employer defined benefit pension plans are different from single-employer plans because: (a) assets contributed to the multi-employer plan by one employer may be used to provide benefits to employees of other participating employers, (b) the required member, employer, and State contribution rates are set by the California Legislature, and (c) if MSA 7 chooses to stop participating in the multi-employer plan, it may be required to pay a withdrawal liability to the plan. MSA 7 has no plans to withdraw from this multi-employer plan.

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The details of each plan are as follows:

California State Teachers' Retirement System (CalSTRS)

Plan Description

MSA 7 contributes to the State Teachers Retirement Plan (STRP) administered by the California State Teachers' Retirement System (CalSTRS). STRP is a cost-sharing multiple-employer public employee retirement system defined benefit pension plan. Benefit provisions are established by State statutes, as legislatively amended, within the State Teachers' Retirement Law. According to the most recently available Comprehensive Annual Financial Report and Actuarial Valuation Report for the year ended June 30, 2017, total actuarial value of assets are $180 billion, the actuarial obligation is $287 billion, contributions from all employers totaled $4.0 billion, and the plan is 62.6 percent funded.

A full description of the pension plan regarding benefit provisions, assumptions (for funding, but not accounting purposes), and membership information is listed in the June 30, 2017, annual actuarial valuation report, Defined Benefit Program Actuarial Valuation. This report and CalSTRS audited financial information are publically available reports that can be found on the CalSTRS website under Publications at: http://www.calstrs.com/member-publications.

Benefits Provided

The STRP provides retirement, disability and survivor benefits to beneficiaries. Benefits are based on members' final compensation, age and years of service credit. Members hired on or before December 31, 2012, with five years of credited service are eligible for the normal retirement benefit at age 60. Members hired on or after January 1, 2013, with five years of credited service are eligible for the normal retirement benefit at age 62. The normal retirement benefit is equal to 2.0 percent of final compensation for each year of credited service.

The STRP is comprised of four programs: Defined Benefit Program, Defined Benefit Supplement Program, Cash Balance Benefit Program and Replacement Benefits Program. The STRP holds assets for the exclusive purpose of providing benefits to members and beneficiaries of these programs. CalSTRS also uses plan assets to defray reasonable expenses of administering the STRP. Although CalSTRS is the administrator of the STRP, the State is the sponsor of the STRP and obligor of the trust. In addition, the State is both an employer and nonemployer contributing entity to the STRP.

MSA 7 contributes exclusively to the STRP Defined Benefit Program, thus disclosures are not included for the other plans.

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The STRP provisions and benefits in effect at June 30, 2018, are summarized as follows:

	STRP Defined Benefit Program	
Hire date	On or before	On or after
Benefit formula	2% at 60	2% at 62
Benefit vesting schedule	5 years of service	5 years of service
Benefit payments	Monthly for life	Monthly for life
Retirement age	60	62
Monthly benefits as a percentage of eligible compensation	2.0% - 2.4%	2.0% - 2.4%
Required employee contribution rate	10.25%	9.205%
Required employer contribution rate	14.43%	14.43%
Required state contribution rate	9.328%	9.328%

Contributions

Required member, Charter School and State of California contributions rates are set by the California Legislature and Governor and detailed in Teachers' Retirement Law. The contributions rates are expressed as a level percentage of payroll using the entry age normal actuarial method. In accordance with AB 1469, employer contributions into the CalSTRS will be increasing to a total of 19.1 percent of applicable member earnings phased over a seven year period. The contribution rates for each plan for the year ended June 30, 2018, are presented above and MSA 7's total contributions were $140,104.

California Public Employees Retirement System (CalPERS)

Plan Description

Qualified employees are eligible to participate in the School Employer Pool (SEP) under the California Public Employees' Retirement System (CalPERS), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalPERS. Benefit provisions are established by State statutes, as legislatively amended, within the Public Employees' Retirement Law. According to the most recently available Actuarial Valuation Report for the year ended June 30, 2016, the Schools Pool total plan assets are $55.8 billion, the total accrued liability is $77.5 billion, contributions from all employers totaled $1.43 billion, and the plan is 71.9 percent funded.

A full description of the pension plan regarding benefit provisions, assumptions (for funding, but not accounting purposes), and membership information is listed in the June 30, 2016, annual actuarial valuation report, Schools Pool Actuarial Valuation, 2016. This report and CalPERS audited financial information are publically available reports that can be found on the CalPERS website under Forms and Publications at:
https://www.calpers.ca.gov/page/forms-publications.

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MAGNOLIA SCIENCE ACADEMY 7
(A California Nonprofit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2018

Benefits Provided

CalPERS provides service retirement and disability benefits, annual cost of living adjustments and death benefits to plan members, who must be public employees and beneficiaries. Benefits are based on years of service credit, a benefit factor and the member's final compensation. Members hired on or before December 31, 2012, with five years of total service are eligible to retire at age 50 with statutorily reduced benefits. Members hired on or after January 1, 2013, with five years of total service are eligible to retire at age 52 with statutorily reduced benefits. All members are eligible for non-duty disability benefits after five years of service. The Basic Death Benefit is paid to any member's beneficiary if the member dies while actively employed. An employee's eligible survivor may receive the 1957 Survivor Benefit if the member dies while actively employed, is at least age 50 (or 52 for members hired on or after January 1, 2013), and has at least five years of credited service. The cost of living adjustments for each plan are applied as specified by the Public Employees' Retirement Law.

The CalPERS provisions and benefits in effect at June 30, 2018, are summarized as follows:

	School Employer Pool (CalPERS)	
Hire date	On or before	On or after
Benefit formula	2% at 55	2% at 62
Benefit vesting schedule	5 years of service	5 years of service
Benefit payments	Monthly for life	Monthly for life
Retirement age	55	62
Monthly benefits as a percentage of eligible compensation	1.1% - 2.5%	1.0% - 2.5%
Required employee contribution rate	7.00%	6.50%
Required employer contribution rate	15.531%	15.531%

Contributions

Section 20814(c) of the California Public Employees' Retirement Law requires that the employer contribution rates for all public employers be determined on an annual basis by the actuary and shall be effective on the July 1 following notice of a change in the rate. Total plan contributions are calculated through the CalPERS annual actuarial valuation process. The actuarially determined rate is the estimated amount necessary to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability. MSA 7 is required to contribute the difference between the actuarially determined rate and the contribution rate of employees. The contributions rates are expressed as percentage of annual payroll. The contribution rates for each plan for the year ended June 30, 2018, are presented above and the total Charter School contributions were $32,737.

On Behalf Payments

The State of California makes contributions to CalSTRS on behalf of the School. These payments consist of State General Fund contributions to CalSTRS in the amount of $68,179 (9.328 percent of salaries subject to CalSTRS). Under accounting principles generally accepted in the United States of America, these amounts are to be reported as revenues and expenditures. Accordingly, these amounts have been recorded in these financial statements.

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NOTE 13 - PARTICIPATION IN JOINT POWERS AUTHORITY

MSA 7 are a participant in the California Charter Schools Joint Powers Authority (CCS-JPA) *dba* CharterSAFE for risk management services for workers' compensation and charter school liability insurance. The relationship between MSA 7 and the CharterSAFE is such that the CharterSAFE is not considered a component unit of MSA 7 for financial reporting purposes.

The CharterSAFE has budgeting and financial reporting requirements independent of member units and the CharterSAFE's financial statements are not presented in these financial statements; however, transactions between the CharterSAFE and MSA 7 are included in these statements. Audited financial statements for the CharterSAFE were not available for fiscal year 2017-2018 at the time this report was issued. However, financial statements should be available from the respective agency.

During the year ended June 30, 2018 and 2017, MSA 7 made payments of $31,480 and $31,152, respectively, to CharterSAFE for services received. At June 30, 2018 and 2017, respectively, MSA 7 had no recorded accounts receivable or accounts payable to the CharterSAFE.

NOTE 14 - CONTINGENCIES

Grants

MSA 7 has received State and Federal funds for specific purposes that are subject to review and audit by the grantor agencies. The LAUSD Office of Inspector General has been in the process of reviewing prior year's activity. Per the LAUSD Office of Inspector General letter dated November 6, 2017, "unless the Office of Inspector General receives new information or is directed otherwise by the Board, the office of Inspector General will not be moving forward on this matter at this time". Although such audits could generate disallowances under terms of the grants, it is believed that any reimbursement, if required, would not be material.

Litigation

Magnolia Science Academy 7 is not currently a party to any legal proceedings.

NOTE 15 - SUBSEQUENT EVENTS

MSA 7's management has evaluated events or transactions that may occur for potential recognition or disclosure in the financial statements through _____, 2018, which is the date the financial statements were available to be issued. Management has determined that there were no subsequent events or transactions that would have a material impact on the current year financial statements.

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SUPPLEMENTARY INFORMATION

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MAGNOLIA SCIENCE ACADEMY 7
(A California Nonprofit Public Benefit Corporation)

LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE
JUNE 30, 2018

ORGANIZATION

Magnolia Science Academy 7 (Charter Number 0989) was granted on February 26, 2008, by the Los Angeles Unified School District and renewed for a five year period ending June 30, 2019. MSA 7 operates one school, grades kindergarten through five.

BOARD OF DIRECTORS

MEMBER	OFFICE	TERM EXPIRES
Mr. Saken Sherkhanov	President	December 11, 2018
Rabbi Haim Beliak	Vice-Chair	February 8, 2022
Dr. Charlotte Brimmer	Director	August 10, 2022
Ms. Sandra Covarrubias	Director/Parent	August 10, 2022
Dr. Salih Dikbas	Director	December 10, 2019
Mrs. Diane Gonzalez	Director	December 10, 2019
Mr. Shohrat Geldiyev	Director	March 11, 2020
Mr. Serdar Orazov	Director	September 9, 2020
Dr. Umit Yapanel	Director	October 11, 2022

ADMINISTRATION

Alfredo Rubalcava[1]	Chief Executive Officer, Superintendent
Caprice Young, Ed.D.[2]	Chief Executive Officer, Superintendent
Nanie Montijo	Chief Financial Officer

[1] Effective July 1, 2018
[2] Resigned June 30, 2018

See accompanying note to supplementary information.

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MAGNOLIA SCIENCE ACADEMY 7
(A California Nonprofit Public Benefit Corporation)

SCHEDULE OF AVERAGE DAILY ATTENDANCE FOR THE YEAR ENDED JUNE 30, 2018

	Final Report	
	Second Period Report	Annual Report
Regular ADA		
Transitional kindergarten through third	152.39	149.02
Fourth through fifth	122.36	121.99
Total Regular ADA	274.75	271.01
Classroom based ADA		
Transitional kindergarten through third	152.39	149.02
Fourth through fifth	122.36	121.99
Total Classroom based ADA	274.75	271.01

MSA 7 did not operate a non-classroom based Instruction program.

See accompanying note to supplementary information.

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MAGNOLIA SCIENCE ACADEMY 7
(A California Nonprofit Public Benefit Corporation)

SCHEDULE OF INSTRUCTIONAL TIME
FOR THE YEAR ENDED JUNE 30, 2018

Grade Level	1986-87 Minutes Requirement	2017-18 Actual Minutes	Number of Days		Status
			Traditional Calendar	Multitrack Calendar	
Kindergarten	36,000	60,645	180	N/A	Complied
Grades 1 - 3	50,400				
Grade 1		56,875	180	N/A	Complied
Grade 2		56,875	180	N/A	Complied
Grade 3		56,875	180	N/A	Complied
Grades 4 - 6	54,000				
Grade 4		56,875	180	N/A	Complied
Grade 5		56,875	180	N/A	Complied

See accompanying note to supplementary information.

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MAGNOLIA SCIENCE ACADEMY 7
(A California Nonprofit Public Benefit Corporation)

RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED FINANCIAL STATEMENTS FOR THE YEAR ENDED JUNE 30, 2018

Summarized below are the net assets reconciliations between the Unaudited Actual Financial Report and the audited financial statements.

NET ASSETS	
Balance, June 30, 2018, Unaudited Actuals	$ 1,498,659
Increase (Decrease) in:	
Accounts receivable	10,279
Prepaid expenses and other current assets	(7,227)
Security deposit	7,227
(Increase) Decrease in:	
Accounts payable and accruals	(163)
Intra-company payable	(10,579)
Balance, June 30, 2018,	
Audited Financial Statement	$ 1,498,196

See accompanying note to supplementary information.

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MAGNOLIA SCIENCE ACADEMY 7
(A California Nonprofit Public Benefit Corporation)

NOTE TO SUPPLEMENTARY INFORMATION
JUNE 30, 2018

NOTE 1 - PURPOSE OF SUPPLEMENTARY SCHEDULES

Local Education Agency Organization Structure

This schedule provides information about the schools operated, members of the governing board, and members of the administration.

Schedule of Average Daily Attendance

Average daily attendance (ADA) is a measurement of the number of pupils attending classes of MSA 7. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of State funds are made to local education agencies. This schedule provides information regarding the attendance of students at various grade levels and in different programs.

Schedule of Instructional Time

This schedule presents information on the amount of instructional time offered by MSA 7 and whether MSA 7 complied with the provisions of *Education Code* Sections 47612 and 47612.5, if applicable.

MSA 7 must maintain their instructional minutes at the 1986-87 requirements, as required by *Education Code* Section 47612.5.

Reconciliation of Annual Financial Report With Audited Financial Statements

This schedule provides the information necessary to reconcile the net assets of all funds reported on the Unaudited Actual Financial Report to the audited financial statements.

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INDEPENDENT AUDITOR'S REPORTS

DRAFT 11/15/2018

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Governing Board
Magnolia Science Academy 7
(A California Nonprofit Public Benefit Corporation)
Northridge, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Magnolia Science Academy 7 (MSA 7) which comprise the statement of financial position as of June 30, 2018 and 2017, and the related statements of activities and cash flows for the fiscal year then ended, and the related notes to the financial statements, and have issued our report thereon dated _____, 2018.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered MSA 7's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of MSA 7's internal control. Accordingly, we do not express an opinion on the effectiveness of MSA 7's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of MSA 7's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

DRAFT 11/15/2018

Compliance and Other Matters

As part of obtaining reasonable assurance about whether MSA 7's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

We noted certain matters that we reported to management of MSA 7 in a separate letter dated _____, 2018.

Purpose of This Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of MSA 7's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering MSA 7's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Rancho Cucamonga, California
_____, 2018

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INDEPENDENT AUDITOR'S REPORT ON STATE COMPLIANCE

Governing Board
Magnolia Science Academy 7
(A California Nonprofit Public Benefit Corporation)
Northridge, California

Report on State Compliance

We have audited Magnolia Science Academy 7's (MSA 7) compliance with the types of compliance requirements as identified in the *2017-2018 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* that could have a direct and material effect on each of MSA 7's State government programs as noted below for the year ended June 30, 2018.

Management's Responsibility

Management is responsible for compliance with the requirements of State laws, regulations, and the terms and conditions of its State awards applicable to its State programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance of each of MSA 7's State programs based on our audit of the types of compliance requirements referred to above. We conducted our audit in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the *2017-2018 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. These standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the compliance requirements referred to above that could have a material effect on the applicable government programs noted below. An audit includes examining, on a test basis, evidence about MSA 7's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinions. Our audit does not provide a legal determination of MSA 7's compliance with those requirements.

Unmodified Opinion

In our opinion, MSA 7 complied, in all material respects, with the compliance requirements referred to above that are applicable to the government programs noted below that were audited for the year ended June 30, 2018.

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In connection with the audit referred to above, we selected and tested transactions and records to determine MSA 7's compliance with the State laws and regulations applicable to the following items:

	Procedures Performed
LOCAL EDUCATION AGENCIES OTHER THAN CHARTER SCHOOLS	
Attendance	No, see below
Teacher Certification and Misassignments	No, see below
Kindergarten Continuance	No, see below
Independent Study	No, see below
Continuation Education	No, see below
Instructional Time	No, see below
Instructional Materials	No, see below
Ratios of Administrative Employees to Teachers	No, see below
Classroom Teacher Salaries	No, see below
Early Retirement Incentive	No, see below
Gann Limit Calculation	No, see below
School Accountability Report Card	No, see below
Juvenile Court Schools	No, see below
Middle or Early College High Schools	No, see below
K-3 Grade Span Adjustment	No, see below
Transportation Maintenance of Effort	No, see below
Apprenticeship: Related and Supplemental Instruction	No, see below
SCHOOL DISTRICTS, COUNTY OFFICES OF EDUCATION, AND CHARTER SCHOOLS	
Educator Effectiveness	Yes
California Clean Energy Jobs Act	Yes
After/Before School Education and Safety Program:	
General Requirements	Yes
After School	Yes
Before School	No, see below
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control Accountability Plan	Yes
Independent Study - Course Based	No, see below
CHARTER SCHOOLS	
Attendance	Yes
Mode of Instruction	Yes
Non Classroom-Based Instruction/Independent Study for Charter Schools	No, see below
Determination of Funding for Non Classroom-Based Instruction	No, see below
Annual Instruction Minutes Classroom-Based	Yes
Charter School Facility Grant Program	Yes

Programs listed above for local education agencies are not applicable to charter schools; therefore, we did not perform any related procedures.

MSA 7 does not operate a before school program within the After/Before School Education and Safety Program; therefore, we did not perform any related procedures.

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MSA 7 does not operate Independent Study - Course Based instruction; therefore, we did not perform any related procedures.

MSA 7 does not offer Non Classroom-Based Instruction; therefore, we did not perform any procedures related to Non Classroom-Based Instruction/Independent Study for Charter Schools or Determination of Funding for Non Classroom-Based Instruction.

Rancho Cucamonga, California
_____, 2018

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SCHEDULE OF FINDINGS AND QUESTIONED COSTS

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MAGNOLIA SCIENCE ACADEMY 7
(A California Nonprofit Public Benefit Corporation)

SUMMARY OF AUDITOR'S RESULTS FOR THE YEAR ENDED JUNE 30, 2018

FINANCIAL STATEMENTS

Type of auditor's report issued:	Unmodified
Internal control over financial reporting:	
Material weakness identified?	No
Significant deficiency identified?	None reported
Noncompliance material to financial statements noted?	No

STATE AWARDS

Type of auditor's report issued on compliance for programs:	Unmodified

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MAGNOLIA SCIENCE ACADEMY 7
(A California Nonprofit Public Benefit Corporation)

FINANCIAL STATEMENT FINDINGS
FOR THE YEAR ENDED JUNE 30, 2018

None reported.

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MAGNOLIA SCIENCE ACADEMY 7
(A California Nonprofit Public Benefit Corporation)

STATE AWARDS FINDINGS AND QUESTIONED COSTS FOR THE YEAR ENDED JUNE 30, 2018

None reported.

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MAGNOLIA SCIENCE ACADEMY 7
(A California Nonprofit Public Benefit Corporation)

SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS FOR THE YEAR ENDED JUNE 30, 2018

There were no audit findings reported in the prior year.

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Governing Board
Magnolia Science Academy 7
(A California Nonprofit Public Benefit Corporation)
Northridge, California

In planning and performing our audit of the financial statements of Magnolia Science Academy 7 (MSA 7), for the year ended June 30, 2018, we considered its internal control structure in order to determine our auditing procedures for the purpose of expressing our opinion on the financial statements and not to provide assurance on the internal control structure.

We are pleased to report there are no matters to note for MSA 7 for the year ended June 30, 2018.

Rancho Cucamonga, California
_____, 2018

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MAGNOLIA SCIENCE ACADEMY BELL
(A California Nonprofit Public Benefit Corporation)

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INDEPENDENT AUDITOR'S REPORT

Governing Board
Magnolia Science Academy Bell
(A California Nonprofit Public Benefit Corporation)
Bell, California

Report on the Financial Statements

We have audited the accompanying financial statements of Magnolia Science Academy Bell (MSA Bell) (A California Nonprofit Public Benefit Corporation), which are comprised of the statement of financial position as of June 30, 2018 and 2017, and the related statements of activities and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the *2017-2018 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, issued by the California Education Audit Appeals Panel as regulations. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to MSA Bell's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of MSA Bell's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

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We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of MSA Bell, as of June 30, 2018 and 2017, and the changes in its net assets, and its cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Other Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying supplementary information as listed on the table of contents are presented for purposes of additional analysis and are not a required part of the financial statements.

The accompanying supplementary information is the responsibility of management, and was derived from, and relates directly to the underlying accounting and other records used to prepare the financial statements. Such information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the accompanying supplementary information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated _____, 2018, on our consideration of MSA Bell's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of MSA Bell's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering MSA Bell's internal control over financial reporting and compliance.

Rancho Cucamonga, California
_____, 2018

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FINANCIAL STATEMENTS

DRAFT 11/15/2018

MAGNOLIA SCIENCE ACADEMY BELL
(A California Nonprofit Public Benefit Corporation)

STATEMENT OF FINANCIAL POSITION
(With comparative financial information at June 30, 2017)

JUNE 30, 2018

	2018	2017
ASSETS		
Current Assets:		
Cash and cash equivalents	$ 1,907,434	$ 925,839
Accounts receivable	385,404	384,871
Intra-company receivable	1,722,916	2,073,307
Prepaid expenses and other current assets	79,980	20,446
Total Current Assets	4,095,734	3,404,463
Non-Current Assets		
Fixed assets	320,329	313,302
Less: accumulated depreciation	(187,190)	(129,618)
Total Non-Current Assets	133,139	183,684
Total Assets	$ 4,228,873	$ 3,588,147
LIABILITIES		
Current Liabilities:		
Accounts payable and accruals	$ 144,722	$ 208,560
Intra-company payable	434	13,188
Total Current Liabilities	145,156	221,748
NET ASSETS		
Unrestricted	3,810,806	3,309,032
Designated	272,911	57,367
Total Net Assets	4,083,717	3,366,399
Total Liabilities and Net Assets	$ 4,228,873	$ 3,588,147

The accompanying notes are an integral part of these financial statements.

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MAGNOLIA SCIENCE ACADEMY BELL
(A California Nonprofit Public Benefit Corporation)

STATEMENT OF ACTIVITIES
(With comparative financial information at June 30, 2017)

FOR THE YEAR ENDED JUNE 30, 2018

	2018	2017
CHANGES IN UNRESTRICTED NET ASSETS		
Unrestricted revenues:		
State apportionments	$ 4,538,699	$ 4,526,038
Federal revenue	342,604	309,446
Other State revenue	980,866	786,188
Local revenue	74,954	71,939
Total Revenues	5,937,123	5,693,611
EXPENSES		
Program services:		
Salaries and benefits	$ 2,287,778	$ 2,391,957
Student services	231,491	207,080
Materials and supplies	27,207	27,006
Student nutrition	144,444	163,222
Other expenses	124,961	185,334
Subtotal	2,815,881	2,974,599
Management and general:		
Salaries and benefits	539,574	597,989
Depreciation	57,572	67,806
Management fee	1,095,870	1,052,849
Occupancy	318,111	235,424
Operating expenses	392,797	402,720
Subtotal	2,403,924	2,356,788
Total Expenses	5,219,805	5,331,387
CHANGE IN UNRESTRICTED NET ASSETS	717,318	362,224
NET ASSETS, BEGINNING OF YEAR	3,366,399	3,004,175
NET ASSETS, END OF YEAR	$ 4,083,717	$ 3,366,399

The accompanying notes are an integral part of these financial statements.

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MAGNOLIA SCIENCE ACADEMY BELL
(A California Nonprofit Public Benefit Corporation)

STATEMENT OF CASH FLOWS
(With comparative financial information at June 30, 2017)

FOR THE YEAR ENDED JUNE 30, 2018

	2018	2017
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in unrestricted net assets	$ 717,318	$ 362,224
Adjustments to reconcile change in net assets to net cash provided by (used in) operating activities:		
Depreciation expense	57,572	67,806
Changes in operating assets and liabilities:		
(Increase) Decrease in assets		
Accounts receivable	(533)	95,041
Intra-company receivable	350,391	(1,460,548)
Prepaid expenses and other current assets	(59,534)	(8,355)
Increase (Decrease) in liabilities		
Accounts payable and accruals	(63,838)	11,667
Intra-company payable	(12,754)	(61,022)
Net Cash Provided by (Used in) Operating Activities	988,622	(993,187)
CASH FLOWS FROM INVESTING ACTIVITIES		
Capital expenditures	(7,027)	(110,794)
NET CHANGE IN CASH	981,595	(1,103,981)
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	925,839	2,029,820
CASH AND CASH EQUIVALENTS, END OF YEAR	$ 1,907,434	$ 925,839
Supplemental cash flow disclosure:		
Cash paid during the period for interest	$ -	$ -

The accompanying notes are an integral part of these financial statements.

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MAGNOLIA SCIENCE ACADEMY BELL
(A California Nonprofit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2018

NOTE 1 - ORGANIZATION AND MISSION

Magnolia Science Academy Bell

Charter school number authorized by the State: 1236

Magnolia Science Academy-8 (MSA Bell) is a charter school located in Bell, California that provides sixth through eighth grade education to approximately 487 students. MSA Bell was created under the approval of the Los Angeles Unified School District (ending June 30, 2020) and the California State Board of Education, and receives public per-pupil funding to help support their operation. MSA Bell is economically dependent on Federal and State funding.

Magnolia Educational and Research Foundation

MSA Bell is an integral part of Magnolia Educational and Research Foundation (Foundation), which also serves as MSA Bell's Charter School Management Organization (CMO) that manages MSA Bell's nonacademic operation such as financial, general administration, and human resource management. MSA Bell's financial statements are included in the consolidated financial statements of Magnolia Educational and Research Foundation.

Administrative support provided to the individual schools and accounted for separately within the financial statements. School support uses a tier expense allocation structure based on student enrollment to calculate expenses to be charged out on each charter school.

Other Related Entities

Joint Powers Agency and Risk Management Pools - MSA Bell is associated with the California Charter Schools Joint Powers Authority (CCS-JPA) *dba* CharterSAFE. CharterSAFE does not meet the criteria for inclusion as a component unit of MSA Bell. Additional information is presented in Note 15 to the financial statements.

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The significant policies followed by MSA Bell are described below to enhance the financial statements.

Financial Statement Presentation

MSA Bell is required to report information about its financial position and activities in three classes of net assets: unrestricted, temporarily restricted, and permanently restricted net assets. MSA Bell had no temporarily or permanently restricted net assets as of June 30, 2018 and 2017, respectively. In addition, MSA Bell is required to present a statement of cash flows.

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MAGNOLIA SCIENCE ACADEMY BELL
(A California Nonprofit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2018

Accounting Method - Basis of Accounting

The financial statements were prepared in accordance with accounting principles generally accepted in the United States of America as applicable to not-for-profit organizations. Basis of accounting refers to the situation when revenues and expenses are recognized in the accounts and reported on the financial statements. Basis of accounting relates to the timing of measurement made, regardless of the measurement focus applied. MSA Bell uses the accrual basis of accounting. Revenues are recognized when they are earned and expenditures are recognized in the accounting period in which the liability is incurred.

Revenue Recognition

Contributions received are recorded as unrestricted, temporarily restricted, or permanently restricted depending upon the existence and/or nature of any donor restrictions.

All donor-restricted contributions are recorded as increases in temporarily or permanently restricted net assets depending on the nature of the restriction. When a restriction expires, either by the passage of time or the purpose is satisfied, the temporarily restricted net assets are reclassified to unrestricted net assets and reported in the *Statement of Activities* as "net assets released from restrictions." During 2017-2018, MSA Bell did not receive any donor-restricted contributions.

Income Taxes

MSA Bell is a non-profit public benefit corporation that is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code and classified by the Internal Revenue Service as other than a private foundation and qualifies for deductible contributions as provided in Section 170(b) (1) (A) (vi). It is also exempt from State franchise and income taxes under Section 23701(d) of the California Revenue and Taxation Code. Accordingly, no provision for income taxes has been reflected in these financial statements. Income tax returns for 2014 and forward may be audited by regulatory agencies; however, MSA Bell is not aware of any such actions at this time.

MSA Bell has adopted Financial Accounting Standards Board (FASB) Accounting Standards Codification (ASC) Topic 740 that clarifies the accounting for uncertainty in tax positions taken or expected to be taken on a tax return and provides that the tax effects from an uncertain tax position can be recognized in the financial statements only if, based on its merits, the position is more likely than not to be sustained on audit by the taxing authorities. Management believes that all tax positions taken to date are highly certain, and, accordingly, no accounting adjustment has been made to the financial statements.

Cash and Cash Equivalents

For purposes of the Statement of Cash Flows, MSA Bell considers all highly liquid investments available for current use with an initial maturity of three months or less to be cash equivalents.

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Accounts Receivable

Accounts receivable are stated at the amount management expects to collect from the outstanding balance. Management provides an analysis of the probable collection of the accounts through a provision for bad debt expense and an adjustment to a valuation allowance. At June 30, 2018 and 2017, respectively, management has determined that all accounts receivable are fully collectible, and no allowance for bad debts has been established.

Prepaid Expenses

Prepaid expenses represent amounts paid in advance of receiving goods or services. MSA Bell has reported prepaid items either when purchased or during the benefiting period.

Fixed Assets

All assets with a useful life of greater than one year and costing more than $5,000 will be capitalized and (except for land) will be recorded in the depreciation records. Property and equipment is capitalized at cost or fair market value on the date of receipt in the case of donated property. Depreciation is provided on the straight-line method over the estimated useful lives of the assets ranging from 3 to 10 years. Bulk computer, software, and other technology purchases with an aggregate value of $25,000 or more are captured as fixed assets regardless of individual price of item. In addition, remodeling modifications and replacement costs of integral structural components are only capitalized when such costs incurred exceed $50,000. Leasehold improvements are depreciated over the lease term (including options) or the useful life. Major additions are capitalized, and repairs and maintenance that do not improve or extend the life of the assets are expensed. When assets are sold or retired, their cost and the related accumulated depreciation are removed from the accounts with the resulting gain or loss reflected in the Statement of Activities. Depreciation expense for the year ended June 30, 2018 and 2017, was $57,572 and $67,806, respectively.

Donated Services, Goods, and Facilities

A substantial number of volunteers have donated their time and experience to MSA Bell's program services and fundraising campaigns during the year. However, these donated services are not reflected in the financial statements since there is no readily determined method of valuing the services.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities, and disclosure of contingent assets and liabilities, at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

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MAGNOLIA SCIENCE ACADEMY BELL
(A California Nonprofit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2018

Net Asset Classes

Magnolia Science Academy is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted, temporarily restricted and permanently restricted.

Net assets of the Magnolia Science Academy consist of the following:

Unrestricted - All resources over which the governing board has discretionary control to use in carrying on the general operations of MSA Bell.

Temporarily restricted - These net assets are restricted by donors to be used for specific purposes. MSA Bell does not have temporarily restricted net assets.

Permanently restricted - These net assets are permanently restricted by donors and cannot be used by the school. MSA Bell does not have permanently restricted net assets.

Unrestricted/Designated Net Assets

Designations of the ending net assets indicate tentative plans for financial resource utilization in a future period. As of June 30, 2018 and 2017, MSA Bell has a $272,911 and $57,367, respectively, designated balance for California Clean Energy Jobs Act, Educator Effectiveness, and College Readiness funds.

Intra-company Receivable/Payable

Intra-company receivable/payable results from a net cumulative difference between resources provided by the Foundation to MSA Bell and reimbursement for those resources.

New Accounting Pronouncements

In February 2016, FASB issued Accounting Standards Update (ASU) 2016-02, *Leases* (ASU 2016-02). ASU 2016-02 requires a lessee to recognize a lease asset representing its right to use the underlying asset for the lease term, and a lease liability for the payments to be made to lessor, on its statement of financial position for all operating leases greater than 12 months. ASU 2016-02 will be effective for fiscal years, and interim periods within those fiscal years, beginning after December 15, 2019. Although the full impact of this Update on the Organization's financial statements has not yet been determined, the future adoption of this guidance will require the Organization to record assets and liabilities on its statement of financial position relating to facility and other leases currently being accounted for as operating leases.

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In August 2016, the FASB issued ASU No. 2016-14, *Not-for-Profit Entities (Topic 958): Presentation of Financial Statements of Not-for-Profit Entities* (ASU 2016-14). ASU 2016-14 change presentation and disclosure requirements for not-for-profit entities to provide more relevant information about their resources (and the changes in those resources) to donors, grantors, creditors, and other users. These include qualitative and quantitative requirements in the following areas: (1) net asset classes; (2) investment return; (3) expenses; (4) liquidity and availability of resources; and (5) presentation of operating cash flows. ASU 2016-14 will be effective for annual financial statements issued for fiscal years beginning after December 15, 2017, and for interim periods within fiscal years beginning after December 15, 2018. Early application of the amendments is permitted. The Organization has not yet completed its assessment of the impact of this guidance on its financial statements. Under this guidance, the Organization will be required to present two classes of net assets (net assets with donor restrictions and net assets without donor restrictions) and changes in each of these two classes, on the face of the statement of financial position and statement of activities, respectively, rather than the current required three classes (unrestricted, temporarily restricted, and permanently restricted).

NOTE 3 - CASH AND CASH EQUIVALENTS

Cash at June 30, 2018 and 2017, consisted of the following:

	June 30, 2018		June 30, 2017	
	Reported Amount	Bank Balance	Reported Amount	Bank Balance
Deposits				
Cash in banks	$ 1,907,434	$ 2,174,208	$ 925,839	$ 951,115

Cash balances held in banks are insured up to $250,000 by the Federal Depository Insurance Corporation (FDIC). MSA Bell maintains its cash in bank deposit accounts that at times may exceed federally insured limits. MSA Bell has not experienced any losses in such accounts. At June 30, 2018 and 2017, MSA Bell had a balance of $2,139,207 and $926,614, respectively, in excess of FDIC insured limits. Management believes MSA Bell is not exposed to any significant risk related to cash.

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MAGNOLIA SCIENCE ACADEMY BELL
(A California Nonprofit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2018

NOTE 4 - ACCOUNTS RECEIVABLE

Accounts receivable at June 30, 2018 and 2017, consisted of the following:

	2018	2017
State principal apportionment	$ 199,840	$ 296,662
Due from other agencies	-	3,014
Federal receivable	122,396	27,902
State receivable	17,928	13,391
Lottery	45,240	43,902
Total Accounts Receivable	$ 385,404	$ 384,871

NOTE 5 - INTRA–COMPANY RECEIVABLE

The intra-company receivable results from a net cumulative difference between resources provided by Magnolia Educational and Research Foundation (Foundation) to MSA Bell and reimbursement for those resources from MSA Bell to the Foundation, and cash transfers for cash flow purposes. MSA Bell and the Foundation are related because they are the same legal entity; share the same tax identification number, governed by the same board of directors and share key management personnel. At June 30, 2018 and 2017, MSA Bell had an intra-company receivable balance of $1,722,916 and $2,073,307, respectively, from the Foundation.

NOTE 6 - PREPAID EXPENSES AND SECURITY DEPOSITS

Prepaid expenses at June 30, 2018 and 2017, are as follows:

	2018	2017
Prepaid rent, security deposits, insurance, and miscellaneous vendors	$ 79,980	$ 20,446

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MAGNOLIA SCIENCE ACADEMY BELL
(A California Nonprofit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2018

NOTE 7 - FIXED ASSETS

Fixed assets at June 30, 2018 and 2017, consisted of the following:

	2018	2017
Computer and equipment	$ 307,565	$ 313,302
Work in progress	12,764	-
Subtotal	320,329	313,302
Less: accumulated depreciation	(187,190)	(129,618)
Total Fixed Assets	$ 133,139	$ 183,684

During the year ended June 30, 2018, $57,572 and $67,806, respectively, was charged to depreciation expense.

NOTE 8 - ACCOUNTS PAYABLE

Accounts payable at June 30, 2018 and 2017, consisted of the following:

	2018	2017
Salaries and benefits	$ 98,996	$ 80,371
Vendor payables	45,726	128,189
Total Accounts Payable	$ 144,722	$ 208,560

NOTE 9 - INTRA–COMPANY PAYABLE

The intra-company payable results from a net cumulative difference between resources provided by Magnolia Educational and Research Foundation (Foundation) to MSA Bell and reimbursement for those resources from MSA Bell to the Foundation, and cash transfers for cash flow purposes. MSA Bell and the Foundation are related because they are the same legal entity; share the same tax identification number, governed by the same board of directors and share key management personnel. At June 30, 2018 and 2017, MSA Bell had an intra-company payable balance of $434 and $13,188, respectively, from the Foundation.

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NOTE 10 - FACILITIES USE AGREEMENT

Magnolia Science Academy Bell renewed a Facilities Use Agreement with LAUSD for the sole purpose of operating MSA Bell education programs and related charter school activities. The terms of this agreement are renewed annually and include rental fees that shall be paid on the first of every month. The Pro-Rata Share of Facilities Cost for the year ended June 30, 2018 and 2017, was $318,111 and $235,424, respectively.

NOTE 11 - RELATED PARTY TRANSACTIONS

MSA Bell is part of the Foundation. MSA Bell pays the Foundation management fees for services received. The amount is calculated based on management assessment. Management fees paid to the Foundation for fiscal year ended June 30, 2018 and 2017, were $1,095,870 and $1,052,849, respectively.

NOTE 12 - EMPLOYEE RETIREMENT SYSTEMS

Qualified employees are covered under multiple-employer defined benefit pension plans maintained by agencies of the State of California. Academic employees are members of the California State Teachers' Retirement System (CalSTRS) and classified employees are members of the California Public Employees' Retirement System (CalPERS).

The risks of participating in these multi-employer defined benefit pension plans are different from single-employer plans because: (a) assets contributed to the multi-employer plan by one employer may be used to provide benefits to employees of other participating employers, (b) the required member, employer, and State contribution rates are set by the California Legislature, and (c) if MSA Bell chooses to stop participating in the multi-employer plan, it may be required to pay a withdrawal liability to the plan. MSA Bell has no plans to withdraw from this multi-employer plan.

The details of each plan are as follows:

California State Teachers' Retirement System (CalSTRS)

Plan Description

MSA Bell contributes to the State Teachers Retirement Plan (STRP) administered by the California State Teachers' Retirement System (CalSTRS). STRP is a cost-sharing multiple-employer public employee retirement system defined benefit pension plan. Benefit provisions are established by State statutes, as legislatively amended, within the State Teachers' Retirement Law. According to the most recently available Comprehensive Annual Financial Report and Actuarial Valuation Report for the year ended June 30, 2017, total actuarial value of assets are $180 billion, the actuarial obligation is $287 billion, contributions from all employers totaled $4.0 billion, and the plan is 62.6 percent funded.

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MAGNOLIA SCIENCE ACADEMY BELL
(A California Nonprofit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2018

A full description of the pension plan regarding benefit provisions, assumptions (for funding, but not accounting purposes), and membership information is listed in the June 30, 2017, annual actuarial valuation report, Defined Benefit Program Actuarial Valuation. This report and CalSTRS audited financial information are publically available reports that can be found on the CalSTRS website under Publications at: http://www.calstrs.com/member-publications.

Benefits Provided

The STRP provides retirement, disability and survivor benefits to beneficiaries. Benefits are based on members' final compensation, age and years of service credit. Members hired on or before December 31, 2012, with five years of credited service are eligible for the normal retirement benefit at age 60. Members hired on or after January 1, 2013, with five years of credited service are eligible for the normal retirement benefit at age 62. The normal retirement benefit is equal to 2.0 percent of final compensation for each year of credited service.

The STRP is comprised of four programs: Defined Benefit Program, Defined Benefit Supplement Program, Cash Balance Benefit Program and Replacement Benefits Program. The STRP holds assets for the exclusive purpose of providing benefits to members and beneficiaries of these programs. CalSTRS also uses plan assets to defray reasonable expenses of administering the STRP. Although CalSTRS is the administrator of the STRP, the State is the sponsor of the STRP and obligor of the trust. In addition, the State is both an employer and nonemployer contributing entity to the STRP.

MSA Bell contributes exclusively to the STRP Defined Benefit Program, thus disclosures are not included for the other plans.

The STRP provisions and benefits in effect at June 30, 2018, are summarized as follows:

	STRP Defined Benefit Program	
Hire date	On or before	On or after
Benefit formula	2% at 60	2% at 62
Benefit vesting schedule	5 years of service	5 years of service
Benefit payments	Monthly for life	Monthly for life
Retirement age	60	62
Monthly benefits as a percentage of eligible compensation	2.0% - 2.4%	2.0% - 2.4%
Required employee contribution rate	10.25%	9.205%
Required employer contribution rate	14.43%	14.43%
Required state contribution rate	9.328%	9.328%

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Contributions

Required member, Charter School and State of California contributions rates are set by the California Legislature and Governor and detailed in Teachers' Retirement Law. The contributions rates are expressed as a level percentage of payroll using the entry age normal actuarial method. In accordance with AB 1469, employer contributions into the CalSTRS will be increasing to a total of 19.1 percent of applicable member earnings phased over a seven year period. The contribution rates for each plan for the year ended June 30, 2018, are presented above and MSA Bell's total contributions were $232,680.

California Public Employees Retirement System (CalPERS)

Plan Description

Qualified employees are eligible to participate in the School Employer Pool (SEP) under the California Public Employees' Retirement System (CalPERS), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalPERS. Benefit provisions are established by State statutes, as legislatively amended, within the Public Employees' Retirement Law. According to the most recently available Actuarial Valuation Report for the year ended June 30, 2016, the Schools Pool total plan assets are $55.8 billion, the total accrued liability is $77.5 billion, contributions from all employers totaled $1.43 billion, and the plan is 71.9 percent funded.

A full description of the pension plan regarding benefit provisions, assumptions (for funding, but not accounting purposes), and membership information is listed in the June 30, 2016, annual actuarial valuation report, Schools Pool Actuarial Valuation, 2016. This report and CalPERS audited financial information are publically available reports that can be found on the CalPERS website under Forms and Publications at:
https://www.calpers.ca.gov/page/forms-publications.

Benefits Provided

CalPERS provides service retirement and disability benefits, annual cost of living adjustments and death benefits to plan members, who must be public employees and beneficiaries. Benefits are based on years of service credit, a benefit factor and the member's final compensation. Members hired on or before December 31, 2012, with five years of total service are eligible to retire at age 50 with statutorily reduced benefits. Members hired on or after January 1, 2013, with five years of total service are eligible to retire at age 52 with statutorily reduced benefits. All members are eligible for non-duty disability benefits after five years of service. The Basic Death Benefit is paid to any member's beneficiary if the member dies while actively employed. An employee's eligible survivor may receive the 1957 Survivor Benefit if the member dies while actively employed, is at least age 50 (or 52 for members hired on or after January 1, 2013), and has at least five years of credited service. The cost of living adjustments for each plan are applied as specified by the Public Employees' Retirement Law.

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The CalPERS provisions and benefits in effect at June 30, 2018, are summarized as follows:

	School Employer Pool (CalPERS)	
Hire date	On or before	On or after
Benefit formula	2% at 55	2% at 62
Benefit vesting schedule	5 years of service	5 years of service
Benefit payments	Monthly for life	Monthly for life
Retirement age	55	62
Monthly benefits as a percentage of eligible compensation	1.1% - 2.5%	1.0% - 2.5%
Required employee contribution rate	7.00%	6.50%
Required employer contribution rate	15.531%	15.531%

Contributions

Section 20814(c) of the California Public Employees' Retirement Law requires that the employer contribution rates for all public employers be determined on an annual basis by the actuary and shall be effective on the July 1 following notice of a change in the rate. Total plan contributions are calculated through the CalPERS annual actuarial valuation process. The actuarially determined rate is the estimated amount necessary to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability. MSA Bell is required to contribute the difference between the actuarially determined rate and the contribution rate of employees. The contributions rates are expressed as percentage of annual payroll. The contribution rates for each plan for the year ended June 30, 2018, are presented above and the total Charter School contributions were $44,743.

On Behalf Payments

The State of California makes contributions to CalSTRS on behalf of the School. These payments consist of State General Fund contributions to CalSTRS in the amount of $129,480 (9.328 percent of salaries subject to CalSTRS). Under accounting principles generally accepted in the United States of America, these amounts are to be reported as revenues and expenditures. Accordingly, these amounts have been recorded in these financial statements.

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NOTE 14 - CONTINGENCIES

Grants

MSA Bell has received State and Federal funds for specific purposes that are subject to review and audit by the grantor agencies. The LAUSD Office of Inspector General has been in the process of reviewing prior year's activity. Per the LAUSD Office of Inspector General letter dated November 6, 2017, "unless the Office of Inspector General receives new information or is directed otherwise by the Board, the office of Inspector General will not be moving forward on this matter at this time". Although such audits could generate disallowances under terms of the grants, it is believed that any reimbursement, if required, would not be material.

Litigation

MSA Bell is not currently a party to any legal proceedings.

NOTE 15 - PARTICIPATION IN JOINT POWERS AUTHORITY

MSA Bell is a participant in the California Charter Schools Joint Powers Authority (CCS-JPA) *dba* CharterSAFE for risk management services for workers' compensation and charter school liability insurance. The relationship between MSA Bell and the CharterSAFE is such that the CharterSAFE is not considered a component unit of MSA Bell for financial reporting purposes.

The CharterSAFE has budgeting and financial reporting requirements independent of member units and the CharterSAFE's financial statements are not presented in these financial statements; however, transactions between the CharterSAFE and MSA Bell are included in these statements. Audited financial statements for the CharterSAFE were not available for fiscal year 2017-2018 at the time this report was issued. However, financial statements should be available from the respective agency.

During the year ended June 30, 2018 and 2017, MSA Bell made payments of $50,548 and $50,567, respectively, to CharterSAFE for services received. At June 30, 2018 and 2017, respectively, MSA Bell had no recorded accounts receivable or accounts payable to the CharterSAFE.

NOTE 16 - SUBSEQUENT EVENTS

MSA Bell's management has evaluated events or transactions that may occur for potential recognition or disclosure in the financial statements through _____, 2018, which is the date the financial statements were available to be issued. Management has determined that there were no subsequent events or transactions that would have a material impact on the current year financial.

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SUPPLEMENTARY INFORMATION

DRAFT 11/15/2018

MAGNOLIA SCIENCE ACADEMY BELL
(A California Nonprofit Public Benefit Corporation)

LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE
JUNE 30, 2018

ORGANIZATION

Magnolia Science Academy Bell (Charter Number 1236) was granted on June 15, 2010, by the Los Angeles Unified School District and extended for a five year period ending June 30, 2020. MSA Bell operates one school, grades six through twelve.

BOARD OF DIRECTORS

MEMBER	OFFICE	TERM EXPIRES
Mr. Saken Sherkhanov	President	December 11, 2018
Rabbi Haim Beliak	Vice-Chair	February 8, 2022
Dr. Charlotte Brimmer	Director	August 10, 2022
Ms. Sandra Covarrubias	Director/Parent	August 10, 2022
Dr. Salih Dikbas	Director	December 10, 2019
Mr. Shohrat Geldiyev	Director	March 11, 2020
Mrs. Diane Gonzalez	Director	December 10, 2019
Mr. Serdar Orazov	Director	September 9, 2020
Dr. Umit Yapanel	Secretary	October 11, 2022

ADMINISTRATION

Alfredo Rubalcava[1]	Chief Executive Officer, Superintendent
Caprice Young, Ed.D.[2]	Chief Executive Officer, Superintendent
Nanie Montijo	Chief Financial Officer

[1] Effective July 1, 2018
[2] Resigned June 30, 2018

See accompanying note to supplementary information.

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MAGNOLIA SCIENCE ACADEMY BELL
(A California Nonprofit Public Benefit Corporation)

SCHEDULE OF AVERAGE DAILY ATTENDANCE
FOR THE YEAR ENDED JUNE 30, 2018

	Final Report	
	Second Period Report	Annual Report
Regular ADA		
Sixth	131.91	132.02
Seventh and eighth	340.97	340.46
Total Regular ADA	472.88	472.48
Classroom based ADA		
Sixth	131.91	132.02
Seventh and eighth	340.97	340.46
Total Classroom based ADA	472.88	472.48

MSA Bell did not operate an independent study non-classroom based instruction program.

See accompanying note to supplementary information.

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MAGNOLIA SCIENCE ACADEMY BELL
(A California Nonprofit Public Benefit Corporation)

SCHEDULE OF INSTRUCTIONAL TIME
FOR THE YEAR ENDED JUNE 30, 2018

Grade Level	1986-87 Minutes Requirement	2017-18 Actual Minutes	Number of Days Traditional Calendar	Number of Days Multitrack Calendar	Status
Grades 6 - 8	54,000				
Grade 6		64,320	180	N/A	Complied
Grade 7		64,320	180	N/A	Complied
Grade 8		64,320	180	N/A	Complied

See accompanying note to supplementary information.

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MAGNOLIA SCIENCE ACADEMY BELL
(A California Nonprofit Public Benefit Corporation)

RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED FINANCIAL STATEMENTS FOR THE YEAR ENDED JUNE 30, 2018

Summarized below are the net assets reconciliations between the Unaudited Actual Financial Report and the audited financial statements.

NET ASSETS	
Net Assets, June 30, 2018, Unaudited Actuals	$ 4,082,888
Increase (Decrease) in:	
Accounts receivable	(1,722,482)
Intra-company receivable	1,722,916
(Increase) Decrease in:	
Accounts payable and accrued payroll	829
Intra-company payable	(434)
Net Assets, June 30, 2018, Unaudited Actuals	
Audited Financial Statement	$ 4,083,717

DRAFT 11/15/2018

MAGNOLIA SCIENCE ACADEMY BELL
(A California Nonprofit Public Benefit Corporation)

NOTE TO SUPPLEMENTARY INFORMATION
JUNE 30, 2018

NOTE 1 - PURPOSE OF SUPPLEMENTARY SCHEDULES

Local Education Agency Organization Structure

This schedule provides information about the school operated, members of the governing board, and members of the administration.

Schedule of Average Daily Attendance

Average daily attendance (ADA) is a measurement of the number of pupils attending classes of MSA Bell. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of State funds are made to local education agencies. This schedule provides information regarding the attendance of students at various grade levels and in different programs.

Schedule of Instructional Time

This schedule presents information on the amount of instructional time offered by MSA Bell and whether MSA Bell complied with the provisions of *Education Code* Sections 47612 and 47612.5, if applicable.

Charter schools must maintain their instructional minutes at the 1986-87 requirements, as required by *Education Code* Section 47612.5.

Reconciliation of Annual Financial Report With Audited Financial Statements

This schedule provides the information necessary to reconcile the net assets of all funds reported on the Unaudited Actual Financial Report to the audited financial statements.

DRAFT 11/15/2018

INDEPENDENT AUDITOR'S REPORTS

DRAFT 11/15/2018

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Governing Board
Magnolia Science Academy Bell
(A California Nonprofit Public Benefit Corporation)
Bell, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Magnolia Science Academy Bell (MSA Bell) which comprise the statement of financial position as of June 30, 2018 and 2017, and the related statements of activities and cash flows for the fiscal year then ended, and the related notes to the financial statements, and have issued our report thereon dated _____, 2018.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered MSA Bell's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of MSA Bell's internal control. Accordingly, we do not express an opinion on the effectiveness of MSA Bell's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of MSA Bell's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

DRAFT 11/15/2018

Compliance and Other Matters

As part of obtaining reasonable assurance about whether MSA Bell's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

We noted certain matters that we reported to management of MSA Bell in a separate letter dated _____, 2018.

Purpose of This Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of MSA Bell's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering MSA Bell's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Rancho Cucamonga, California
_____, 2018

DRAFT 11/15/2018

INDEPENDENT AUDITOR'S REPORT ON STATE COMPLIANCE

Governing Board
Magnolia Science Academy Bell
(A California Nonprofit Public Benefit Corporation)
Bell, California

Report on State Compliance

We have audited Magnolia Science Academy Bell's (MSA Bell) compliance with the types of compliance requirements as identified in the *2017-2018 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* that could have a direct and material effect on each of MSA Bell's State government programs as noted below for the year ended June 30, 2018.

Management's Responsibility

Management is responsible for compliance with the requirements of State laws, regulations, and the terms and conditions of its State awards applicable to its State programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance of each of MSA Bell's State programs based on our audit of the types of compliance requirements referred to above. We conducted our audit in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the *2017-2018 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. These standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the compliance requirements referred to above that could have a material effect on the applicable government programs noted below. An audit includes examining, on a test basis, evidence about MSA Bell's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinions. Our audit does not provide a legal determination of MSA Bell's compliance with those requirements.

Unmodified Opinion

In our opinion, MSA Bell complied, in all material respects, with the compliance requirements referred to above that are applicable to the government programs noted below that were audited for the year ended June 30, 2018.

DRAFT 11/15/2018

In connection with the audit referred to above, we selected and tested transactions and records to determine MSA Bell's compliance with the State laws and regulations applicable to the following items:

	Procedures Performed
LOCAL EDUCATION AGENCIES OTHER THAN CHARTER SCHOOLS	
Attendance	No, see below
Teacher Certification and Misassignments	No, see below
Kindergarten Continuance	No, see below
Independent Study	No, see below
Continuation Education	No, see below
Instructional Time	No, see below
Instructional Materials	No, see below
Ratios of Administrative Employees to Teachers	No, see below
Classroom Teacher Salaries	No, see below
Early Retirement Incentive	No, see below
Gann Limit Calculation	No, see below
School Accountability Report Card	No, see below
Juvenile Court Schools	No, see below
Middle or Early College High Schools	No, see below
K-3 Grade Span Adjustment	No, see below
Transportation Maintenance of Effort	No, see below
Apprenticeship: Related and Supplemental Instruction	No, see below
SCHOOL DISTRICTS, COUNTY OFFICES OF EDUCATION, AND CHARTER SCHOOLS	
Educator Effectiveness	Yes
California Clean Energy Jobs Act	Yes
After/Before School Education and Safety Program:	
General Requirements	Yes
After School	Yes
Before School	No, see below
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control Accountability Plan	Yes
Independent Study - Course Based	No, see below
CHARTER SCHOOLS	
Attendance	
Mode of Instruction	Yes
Non Classroom-Based Instruction/Independent Study for Charter Schools	No, see below
Determination of Funding for Non Classroom-Based Instruction	No, see below
Annual Instruction Minutes Classroom-Based	Yes
Charter School Facility Grant Program	No, see below

Programs listed above for local education agencies are not applicable to charter schools; therefore, we did not perform any related procedures.

MSA Bell does not operate a before school program within the After/Before School Education and Safety Program; therefore, we did not perform any related procedures.

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MSA Bell does not operate Independent Study - Course Based instruction; therefore, we did not perform any related procedures.

MSA Bell did not offer Non Classroom-Based instruction; therefore, we did not perform any procedures related to Non Classroom-Based Instruction/Independent Study for Charter Schools or Determination of Funding for Non Classroom-Based Instruction.

MSA Bell did not receive funding for the Charter School Facility Grant Program; therefore, we did not perform any related procedures.

Rancho Cucamonga, California
_____,2018

DRAFT 11/15/2018

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

DRAFT 11/15/2018

MAGNOLIA SCIENCE ACADEMY BELL
(A California Nonprofit Public Benefit Corporation)

SUMMARY OF AUDITOR'S RESULTS FOR THE YEAR ENDED JUNE 30, 2018

FINANCIAL STATEMENTS

Type of auditor's report issued:	Unmodified
Internal control over financial reporting:	
Material weakness identified?	No
Significant deficiency identified?	None reported
Noncompliance material to financial statements noted?	No

STATE AWARDS

Type of auditor's report issued on compliance for programs:	Unmodified

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MAGNOLIA SCIENCE ACADEMY BELL
(A California Nonprofit Public Benefit Corporation)

FINANCIAL STATEMENT FINDINGS
FOR THE YEAR ENDED JUNE 30, 2018

None reported.

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MAGNOLIA SCIENCE ACADEMY BELL
(A California Nonprofit Public Benefit Corporation)

STATE AWARDS FINDINGS AND QUESTIONED COSTS FOR THE YEAR ENDED JUNE 30, 2018

None reported.

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MAGNOLIA SCIENCE ACADEMY BELL
(A California Nonprofit Public Benefit Corporation)

SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS FOR THE YEAR ENDED JUNE 30, 2018

There were no audit findings reported in the prior year.

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Governing Board
Magnolia Science Academy Bell
(A California Nonprofit Public Benefit Corporation)
Bell, California

In planning and performing our audit of the financial statements of Magnolia Science Academy Bell (MSA Bell), for the year ended June 30, 2018, we considered its internal control structure in order to determine our auditing procedures for the purpose of expressing our opinion on the financial statements and not to provide assurance on the internal control structure.

We are pleased to report there are no matters to note for MSA Bell for the year ended June 30, 2018.

Rancho Cucamonga, California
_____, 2018

DRAFT 11/15/2018

MAGNOLIA SCIENCE ACADEMY SANTA ANA
(A California Nonprofit Public Benefit Corporation)

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INDEPENDENT AUDITOR'S REPORT

Governing Board
Magnolia Science Academy Santa Ana
(A California Nonprofit Public Benefit Corporation)
Santa Ana, California

Report on the Financial Statements

We have audited the accompanying financial statements of Magnolia Science Academy Santa Ana (MSA Santa Ana) (A California Nonprofit Public Benefit Corporation), which are comprised of the statement of financial position as of June 30, 2018 and 2017, and the related statements of activities and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards,* issued by the Comptroller General of the United States; and the *2017-2018 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting,* issued by the California Education Audit Appeals Panel as regulations. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to MSA Santa Ana's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of MSA Santa Ana's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

DRAFT 11/15/2018

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of MSA Santa Ana, as of June 30, 2018 and 2017, and the changes in its net assets, and its cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Other Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying supplementary information as listed on the table of contents are presented for purposes of additional analysis and are not a required part of the financial statements.

The accompanying supplementary information is the responsibility of management, and was derived from, and relates directly to the underlying accounting and other records used to prepare the financial statements. Such information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the accompanying supplementary information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated _____, 2018, on our consideration of MSA Santa Ana's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of MSA Santa Ana's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering MSA Santa Ana's internal control over financial reporting and compliance.

Rancho Cucamonga, California
_____, 2018

DRAFT 11/15/2018

FINANCIAL STATEMENTS

DRAFT 11/15/2018

MAGNOLIA SCIENCE ACADEMY SANTA ANA
(A California Nonprofit Public Benefit Corporation)

STATEMENT OF FINANCIAL POSITION
(With comparative financial information at June 30, 2017)

JUNE 30, 2018

	2018	2017
ASSETS		
Current Assets:		
Cash and cash equivalents	$ 708,858	$ 1,480,920
Restricted assets:		
Cash held for restricted purposes	-	95,590
Accounts receivable	1,017,487	147,804
Intra-company receivable	34,430	15,416
Prepaid expenses and other current assets	866	28,949
Total Current Assets	1,761,641	1,768,679
Non-Current Assets:		
Investments in LLC's	75,554	-
Security deposits	19,890	19,690
Fixed assets	22,622,538	18,333,010
Less: accumulated depreciation	(1,091,112)	(563,281)
Total Non-Current Assets	21,626,870	17,789,419
Total Assets	$ 23,388,511	$ 19,558,098
LIABILITIES		
Current Liabilities:		
Accounts payable and accruals	$ 951,469	$ 688,406
Intra-company payable	2,181,887	2,260,690
Current portion of long-term obligations	306,020	244,116
Total Current Liabilities	3,439,376	3,193,212
Long-Term Obligations:		
Non-current portion of long-term obligations	12,446,842	8,487,874
Total Liabilities	15,886,218	11,681,086
NET ASSETS		
Unrestricted	7,487,577	7,743,647
Designated	14,716	133,365
Total Net Assets	7,502,293	7,877,012
Total Liabilities and Net Assets	$ 23,388,511	$ 19,558,098

The accompanying notes are an integral part of these financial statements.

DRAFT 11/15/2018

MAGNOLIA SCIENCE ACADEMY SANTA ANA
(A California Nonprofit Public Benefit Corporation)

STATEMENT OF ACTIVITIES
(With comparative financial information at June 30, 2017)

FOR THE YEAR ENDED JUNE 30, 2018

	2018	2017
CHANGES IN UNRESTRICTED NET ASSETS		
Unrestricted revenues:		
State apportionments	$ 6,682,934	$ 5,507,828
Federal revenue	629,550	713,091
Other State revenue	841,029	644,077
Local revenue	173,872	89,144
Total Revenues	8,327,385	6,954,140
EXPENSES		
Program services:		
Salaries and benefits	$ 4,074,261	$ 3,131,430
Student services	300,117	440,818
Materials and supplies	128,857	276,599
Student nutrition	341,506	329,069
Other expenses	139,263	206,887
Subtotal	4,984,004	4,384,803
Management and general:		
Salaries and benefits	990,009	782,858
Depreciation	527,830	434,567
Management fee	1,095,870	1,079,401
Occupancy	40,911	72,093
Operating expenses	616,512	622,327
Subtotal	3,718,100	2,991,246
Total Expenses	8,702,104	7,376,049
CHANGE IN UNRESTRICTED NET ASSETS	(374,719)	(421,909)
NET ASSETS, BEGINNING OF YEAR	7,877,012	8,298,921
NET ASSETS, END OF YEAR	$ 7,502,293	$ 7,877,012

The accompanying notes are an integral part of these financial statements.

DRAFT 11/15/2018

MAGNOLIA SCIENCE ACADEMY SANTA ANA
(A California Nonprofit Public Benefit Corporation)

STATEMENT OF CASH FLOWS
(With comparative financial information at June 30, 2017)

FOR THE YEAR ENDED JUNE 30, 2018

	2018	2017
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in unrestricted net assets	$ (374,719)	$ (421,909)
Adjustments to reconcile change in net assets to net cash provided (used) by operating activities:		
Depreciation expense	527,830	434,566
Changes in operating assets and liabilities:		
(Increase) Decrease in assets		
Accounts receivable	(869,683)	65,708
Intra-company receivable	(19,014)	(12,657)
Prepaid expenses and other current assets	28,083	(23,595)
Security deposits	(200)	7,310
Increase (Decrease) in liabilities		
Accounts payable and accruals	263,064	487,301
Intra-company payable	(78,803)	1,483,858
Deferred revenue	-	(61,355)
Net Cash Provided (Used) by Operating Activities	(523,442)	1,959,227
CASH FLOWS FROM INVESTING ACTIVITIES		
Capital contributions in LLC's	(75,554)	
Restricted cash (received) used for construction	95,590	5,678,755
Capital expenditures	(4,289,528)	(6,302,713)
Net Cash Used by Investing Activities	(4,269,492)	(623,958)
CASH FLOWS FROM FINANCING ACTIVITIES		
Loan Proceeds	4,020,872	(24,996)
NET CHANGE IN CASH	(772,062)	1,310,273
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	1,480,920	170,647
CASH AND CASH EQUIVALENTS, END OF YEAR	$ 708,858	$ 1,480,920
Supplemental cash flow disclosure:		
Cash paid during the period for interest	$ 446,968	$ -

The accompanying notes are an integral part of these financial statements.

DRAFT 11/15/2018

MAGNOLIA SCIENCE ACADEMY SANTA ANA
(A California Nonprofit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2018

NOTE 1 - ORGANIZATION AND MISSION

Magnolia Science Academy Santa Ana

Charter school number authorized by the State: 0943

Magnolia Science Academy Santa Ana (MSA Santa Ana) (Formerly Pacific Technology School Santa Ana) is a charter school located in Santa Ana, California that provides transitional kindergarten through twelfth grade education to approximately 720 students. MSA Santa Ana was created under the approval the California State Board of Education, and receives public per-pupil funding to help support their operation. MSA Santa Ana is economically dependent on Federal and State funding.

Magnolia Educational and Research Foundation

MSA Santa Ana is an integral part of Magnolia Educational and Research Foundation (Foundation), which also serves as MSA Santa Ana's Charter School Management Organization (CMO) that manages MSA Santa Ana's nonacademic operation such as financial, general administration, and human resource management. MSA Santa Ana's financial statements are included in the consolidated financial statements of Magnolia Educational and Research Foundation.

Administrative support provided to the individual schools and accounted for separately within the financial statements. School support uses a tier expense allocation structure based on student enrollment to calculate expenses to be charged out on each charter school.

Other Related Entities

Joint Powers Agency and Risk Management Pools - MSA Santa Ana is associated with the California Charter Schools Joint Powers Authority (CCS-JPA) *dba* CharterSAFE. CharterSAFE does not meet the criteria for inclusion as a component unit of MSA Santa Ana. Additional information is presented in Note 19 to the financial statements.

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The significant policies followed by MSA Santa Ana are described below to enhance the financial statements.

Financial Statement Presentation

MSA Santa Ana is required to report information about its financial position and activities in three classes of net assets: unrestricted, temporarily restricted, and permanently restricted net assets. MSA Santa Ana had no temporarily or permanently restricted net assets as of June 30, 2018 and 2017, respectively. In addition, MSA Santa Ana is required to present a statement of cash flows.

DRAFT 11/15/2018

MAGNOLIA SCIENCE ACADEMY SANTA ANA
(A California Nonprofit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2018

Accounting Method - Basis of Accounting

The financial statements were prepared in accordance with accounting principles generally accepted in the United States of America as applicable to not-for-profit organizations. Basis of accounting refers to the situation when revenues and expenses are recognized in the accounts and reported on the financial statements. Basis of accounting relates to the timing of measurement made, regardless of the measurement focus applied. MSA Santa Ana uses the accrual basis of accounting. Revenues are recognized when they are earned and expenditures are recognized in the accounting period in which the liability is incurred.

Revenue Recognition

Contributions received are recorded as unrestricted, temporarily restricted, or permanently restricted depending upon the existence and/or nature of any donor restrictions.

All donor-restricted contributions are recorded as increases in temporarily or permanently restricted net assets depending on the nature of the restriction. When a restriction expires, either by the passage of time or the purpose is satisfied, the temporarily restricted net assets are reclassified to unrestricted net assets and reported in the *Statement of Activities* as "net assets released from restrictions." During 2017-2018, MSA Santa Ana did not receive any donor-restricted contributions.

Income Taxes

MSA Santa Ana is a non-profit public benefit corporation that is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code and classified by the Internal Revenue Service as other than a private foundation and qualifies for deductible contributions as provided in Section 170(b) (1) (A) (vi). It is also exempt from State franchise and income taxes under Section 23701(d) of the California Revenue and Taxation Code. Accordingly, no provision for income taxes has been reflected in these financial statements. Income tax returns for 2014 and forward may be audited by regulatory agencies; however, MSA Santa Ana is not aware of any such actions at this time.

MSA Santa Ana has adopted Financial Accounting Standards Board (FASB) Accounting Standards Codification (ASC) Topic 740 that clarifies the accounting for uncertainty in tax positions taken or expected to be taken on a tax return and provides that the tax effects from an uncertain tax position can be recognized in the financial statements only if, based on its merits, the position is more likely than not to be sustained on audit by the taxing authorities. Management believes that all tax positions taken to date are highly certain, and, accordingly, no accounting adjustment has been made to the financial statements.

Cash and Cash Equivalents

For purposes of the Statement of Cash Flows, MSA Santa Ana considers all highly liquid investments available for current use with an initial maturity of three months or less to be cash equivalents.

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MAGNOLIA SCIENCE ACADEMY SANTA ANA
(A California Nonprofit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2018

Accounts Receivable

Accounts receivable are stated at the amount management expects to collect from the outstanding balance. Management provides an analysis of the probable collection of the accounts through a provision for bad debt expense and an adjustment to a valuation allowance. At June 30, 2018 and 2017, respectively, management has determined that all accounts receivable are fully collectible, and no allowance for bad debts has been established.

Fixed Assets

All assets with a useful life of greater than one year and costing more than $5,000 will be capitalized and (except for land) will be recorded in the depreciation records. Property and equipment is capitalized at cost or fair market value on the date of receipt in the case of donated property. Depreciation is provided on the straight-line method over the estimated useful lives of the assets ranging from 3 to 10 years. Bulk computer, software, and other technology purchases with an aggregate value of $25,000 or more are captured as fixed assets regardless of individual price of item. In addition, remodeling modifications and replacement costs of integral structural components are only capitalized when such costs incurred exceed $50,000. Leasehold improvements are depreciated over the lease term (including options) or the useful life. Major additions are capitalized, and repairs and maintenance that do not improve or extend the life of the assets are expensed. When assets are sold or retired, their cost and the related accumulated depreciation are removed from the accounts with the resulting gain or loss reflected in the Statement of Activities. Depreciation expense for the year ended June 30, 2018 and 2017, was $527,830 and $434,567, respectively.

Donated Services, Goods, and Facilities

A substantial number of volunteers have donated their time and experience to MSA Santa Ana's program services and fundraising campaigns during the year. However, these donated services are not reflected in the financial statements since there is no readily determined method of valuing the services.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities, and disclosure of contingent assets and liabilities, at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

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MAGNOLIA SCIENCE ACADEMY SANTA ANA
(A California Nonprofit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2018

Net Asset Classes

Magnolia Science Academy Santa Ana (formerly Pacific Technology School Santa Ana) is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted, temporarily restricted and permanently restricted.

Net assets of the Magnolia Science Academy Santa Ana (formerly Pacific Technology School Santa Ana) consist of the following:

Unrestricted - All resources over which the governing board has discretionary control to use in carrying on the general operations of MSA Santa Ana.

Temporarily restricted - These net assets are restricted by donors to be used for specific purposes. MSA Santa Ana does not have temporarily restricted net assets.

Permanently restricted - These net assets are permanently restricted by donors and cannot be used by the school. MSA Santa Ana does not have permanently restricted net assets.

Unrestricted/Designated Net Assets

Designations of the ending net assets indicate tentative plans for financial resource utilization in a future period. The grant portion of MSA Santa Ana Facilities Program is classified as designated assets until the fund is used for the purchase of the land and the construction of the facility. As of June 30, 2018 and 2017, MSA Santa Ana had a designated balance of $14,716 and $133,365, respectively, for College Readiness.

Intra-company Receivable/Payable

Intra-company receivable/payable results from a net cumulative difference between resources provided by the Foundation to MSA Santa Ana and reimbursement for those resources.

Prior Year Comparative Financial Information

The financial statements include certain prior year comparative information in total, but not by net asset class. Such information does not include sufficient detail to constitute a presentation in conformity with accounting principles generally accepted in the United States of America. Accordingly, such information should be read in conjunction with MSA Santa Ana's financial statements for the year ended June 30, 2018, from which the comparative information was derived.

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New Accounting Pronouncements

In February 2016, FASB issued Accounting Standards Update (ASU) 2016-02, *Leases* (ASU 2016-02). ASU 2016-02 requires a lessee to recognize a lease asset representing its right to use the underlying asset for the lease term, and a lease liability for the payments to be made to lessor, on its statement of financial position for all operating leases greater than 12 months. ASU 2016-02 will be effective for fiscal years, and interim periods within those fiscal years, beginning after December 15, 2019. Although the full impact of this Update on the Organization's financial statements has not yet been determined, the future adoption of this guidance will require the Organization to record assets and liabilities on its statement of financial position relating to facility and other leases currently being accounted for as operating leases.

In August 2016, the FASB issued ASU No. 2016-14, *Not-for-Profit Entities (Topic 958): Presentation of Financial Statements of Not-for-Profit Entities* (ASU 2016-14). ASU 2016-14 change presentation and disclosure requirements for not-for-profit entities to provide more relevant information about their resources (and the changes in those resources) to donors, grantors, creditors, and other users. These include qualitative and quantitative requirements in the following areas: (1) net asset classes; (2) investment return; (3) expenses; (4) liquidity and availability of resources; and (5) presentation of operating cash flows. ASU 2016-14 will be effective for annual financial statements issued for fiscal years beginning after December 15, 2017, and for interim periods within fiscal years beginning after December 15, 2018. Early application of the amendments is permitted. The Organization has not yet completed its assessment of the impact of this guidance on its financial statements. Under this guidance, the Organization will be required to present two classes of net assets (net assets with donor restrictions and net assets without donor restrictions) and changes in each of these two classes, on the face of the statement of financial position and statement of activities, respectively, rather than the current required three classes (unrestricted, temporarily restricted, and permanently restricted).

NOTE 3 - CASH AND CASH EQUIVALENTS

Cash at June 30, 2018 and 2017, consisted of the following:

	June 30, 2018		June 30, 2017	
	Reported Amount	Bank Balance	Reported Amount	Bank Balance
Deposits				
Cash on hand and in banks	$ 266,617	$ 455,326	$ 704,436	$ 749,046
Orange County Pooled Investment Funds	442,241	N/A	776,484	N/A
Total	$ 708,858	$ 455,326	$ 1,480,920	$ 749,046

Cash balances held in banks are insured up to $250,000 by the Federal Depository Insurance Corporation (FDIC). MSA Santa Ana maintains its cash in bank deposit accounts that at times may exceed federally insured limits. MSA Santa Ana has not experienced any losses in such accounts. At June 30, 2018 and 2017, MSA Santa Ana had a balance of $419,062 and $72,375, respectively, in excess of FDIC insured limits. Management believes MSA Santa Ana is not exposed to any significant risk related to cash.

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MAGNOLIA SCIENCE ACADEMY SANTA ANA
(A California Nonprofit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2018

NOTE 4 - RESTRICTED CASH

Restricted cash arises from conditions required by the various financing arrangements. Financial statement classification is based on whether the restricted cash is held to satisfy current or long-term obligations. Restricted cash at June 30, 2018 and 2017, was comprised of the following:

	2018	2017
Current restricted cash	$ -	$ 95,590

Restricted cash balances held in banks are insured up to $250,000 by the Federal Depository Insurance Corporation (FDIC). MSA Santa Ana maintains its restricted cash in bank deposit accounts that at times may exceed federally insured limits. MSA Santa Ana has not experienced any losses in such accounts. At June 30, 2018 and 2017, MSA Santa Ana had no balance in excess of FDIC insured limits. Management believes MSA Santa Ana is not exposed to any significant risk related to cash.

NOTE 5 - INVESTMENTS

Summary of Investments

Investments as of June 30, 2018 and 2017, are classified in the accompanying financial statements as follows:

	June 30, 2018		June 30, 2017	
Investment Type	Reported Amount	Fair Market Value	Reported Amount	Fair Market Value
Orange County Pooled Investment Funds	$ 442,241	$ 440,337	$ 776,484	$ 775,242

All assets have been valued using a market approach, with quoted market prices.

Interest Rate Risk

Interest rate risk is the risk that changes in market interest rates will adversely affect the fair value of an investment. Generally, the longer the maturity of an investment, the greater the sensitivity of its fair value to changes in market interest rates. MSA Santa Ana does not have a formal investment policy that limits investment maturities as a means of managing its exposure to fair value losses arising from increasing interest rates. MSA Santa Ana manages its exposure to interest rate risk by investing in the County Pool.

Weighted Average Maturity

MSA Santa Ana monitors the interest rate risk inherent in its portfolio by measuring the weighted average maturity of its portfolio.

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MAGNOLIA SCIENCE ACADEMY SANTA ANA
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NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2018

NOTE 6- MARKET VALUE OF FINANCIAL ASSETS AND LIABILITIES

MSA Santa Ana determines the fair market values of certain financial instruments based on the fair value hierarchy established in FASB ASC 820-10-50, which requires an entity to maximize the use of observable inputs and minimize the use unobservable inputs when measuring fair value. The standard describes three levels of inputs that may be used to measure fair value.

The following provides a summary of the hierarchical levels used to measure fair value:

Level 1 - Quoted prices in active markets for identical assets or liabilities that the reporting entity has the ability to access at the measurement date. Level 1 asset and liabilities may include debt and equity securities that are traded in an active exchange market and that are highly liquid and are actively traded in over-the-counter markets.

Level 2 - Observable inputs other than Level 1 prices such as quoted prices for similar assets or liabilities; quoted prices in markets that are not active; or other inputs that are observable or can be corroborated by observable market data for substantially the full term of the assets or liabilities. Level 2 assets and liabilities may include debt securities with quoted prices that are traded less frequently than exchange-traded instruments and other instruments whose value is determined using a pricing model with inputs that are observable in the market or can be derived principally from or corroborated by observable market data. This category generally includes U.S. Government and agency mortgage-backed debt securities, corporate debt securities, derivative contracts, residential mortgage, and loans held-for-sale.

Level 3 - Unobservable inputs that are supported by little or no market activity and that are significant to the fair value of the assets or liabilities. Level 3 assets and liabilities include financial instruments whose value is determined using pricing models, discounted cash flow methodologies, or similar techniques, as well as instruments for which the determination of fair value requires significant management judgment or estimation. This category generally includes certain private equity investments, retained residual interests in securitizations, residential MSRs, asset-backed securities (ABS), highly structured or long-term derivative contracts and certain collateralized debt obligations (CDO) where independent pricing information was not able to be obtained for a significant portion of the underlying assets.

Uncategorized - Investments in the Orange County Treasury Investment Pool are not measured using the input levels above because MSA Santa Ana's transactions are based on a stable net asset value per share. All contributions and redemptions are transacted at $1.00 net asset value per share.

MSA Santa Ana's fair value measurements are as follows at June 30, 2018:

Investment Type	Level	Fair Value	Weighted Average Maturity in Days
Orange County Pooled Investment Funds	Uncategorized	$ 440,337	302

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MAGNOLIA SCIENCE ACADEMY SANTA ANA
(A California Nonprofit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2018

MSA Santa Ana's fair value measurements are as follows at June 30, 2017:

Investment Type	Level	Fair Value	Weighted Average Maturity in Days
Orange County Pooled Investment Funds	Uncategorized	$ 775,242	325

NOTE 7 - ACCOUNTS RECEIVABLE

Accounts receivable at June 30, 2018 and 2017, consisted of the following:

	2018	2017
State principal apportionment	$ 755,157	$ -
Federal receivable	141,485	32,415
State receivable	57,467	15,051
Lottery	63,378	100,338
Total Accounts Receivable	$ 1,017,487	$ 147,804

NOTE 8 - INTRA–COMPANY RECEIVABLE

The June 30, 2018, intra-company receivable results from a net cumulative difference between resources provided by Magnolia Educational and Research Foundation (Foundation) to MSA Santa Ana and reimbursement for those resources from MSA Santa Ana to the Foundation, and cash transfers for cash flow purposes. MSA Santa Ana and the Foundation are related because they are the same legal entity; share the same tax identification number, governed by the same board of directors and share key management personnel. At June 30, 2018 and 2017, MSA Santa Ana had an intra-company receivable balance of $34,430 and $15,416, respectively, from the Foundation.

NOTE 9 - PREPAID EXPENSES AND SECURITY DEPOSITS

Prepaid expenses at June 30, 2018 and 2017, consisted of the following:

	2018	2017
Prepaid rent, security deposits, insurance, and miscellaneous vendors	$ 866	$ 48,639

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MAGNOLIA SCIENCE ACADEMY SANTA ANA
(A California Nonprofit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2018

NOTE 10 - FIXED ASSETS

Fixed assets at June 30, 2018 and 2017, consisted of the following:

	2018	2017
Construction in progress	$ -	$ 170,543
Building and improvements	22,157,822	17,892,822
Computer and equipment	269,645	269,645
Work in progress	195,071	-
Subtotal	22,622,538	18,333,010
Less: accumulated depreciation	(1,091,112)	(563,281)
Total Fixed Assets	$ 21,531,426	$ 17,769,729

During the year ended June 30, 2018 and 2017, $527,830 and $434,567, respectively, was charged to depreciation expense.

NOTE 11 - ACCOUNTS PAYABLE

Accounts payable at June 30, 2018 and 2017, consisted of the following:

	2018	2017
Salaries and benefits	$ 138,917	$ 100,307
Vendor payables	812,552	473,859
Due to other agencies		114,240
Total Accounts Payable	$ 951,469	$ 688,406

NOTE 12 - INTRA–COMPANY PAYABLE

The intra-company payable results from a net cumulative difference between resources provided by Magnolia Educational and Research Foundation (Foundation) to MSA Santa Ana and reimbursement for those resources from MSA Santa Ana to the Foundation, and cash transfers for cash flow purposes. MSA Santa Ana and the Foundation are related because they are the same legal entity; share the same tax identification number, governed by the same board of directors and share key management personnel. At June 30, 2018 and 2017, MSA Santa Ana had an intra-company payable balance of $2,181,887 and $2,260,690 from the Foundation.

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NOTE 13 - LOANS PAYABLE

Charter School Facilities Program

MSA Santa Ana has been approved by the State of California's Charter School Facilities Program for $17,413,956 for constructing a new facility which will cost the same amount. The State will fund 50 percent of the total amount of $17,413,956; the State will fund 50 percent of the total project cost through a loan in the amount of $8,706,978 and the other 50 percent through a grant in the amount of $8,706,978. The loan has an annual interest rate of 2.00 percent and it matures 30 years after the completion of the project. During 2017-2018, MSA Santa Ana made principal and interest payments of $219,116 and $446,968, respectively. The outstanding loan balance as of June 30, 2018, was $8,812,874.

Future payments are as follows:

Fiscal Year Ended June 30,	Principal	Interest	Total
2019	$ 223,520	$ 168,646	$ 392,166
2020	228,013	164,152	392,165
2021	232,597	159,569	392,166
2022	237,272	154,894	392,166
2023	242,040	150,125	392,165
2024-2028	1,285,166	675,663	1,960,829
2029-2033	1,419,620	541,208	1,960,828
2034 2038	1,568,144	392,683	1,960,827
2039-2043	1,732,208	228,621	1,960,829
2044-2047	1,344,294	53,297	1,397,591
Total	$ 8,512,874	$ 2,688,858	$ 11,201,732

NOTE 14 - RELATED PARTY TRANSACTIONS

MSA Santa Ana is part of the Foundation. MSA Santa Ana pays the Foundation management fees for services received. The amount is calculated based on management assessment. Management fees paid to the Foundation for the year ended June 30, 2018 and 2017, were $1,095,870 and $1,079,401, respectively.

NOTE 15 - EMPLOYEE RETIREMENT SYSTEMS

Qualified employees are covered under multiple-employer defined benefit pension plans maintained by agencies of the State of California. Academic employees are members of the California State Teachers' Retirement System (CalSTRS) and classified employees are members of the California Public Employees' Retirement System (CalPERS).

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The risks of participating in these multi-employer defined benefit pension plans are different from single-employer plans because: (a) assets contributed to the multi-employer plan by one employer may be used to provide benefits to employees of other participating employers, (b) the required member, employer, and State contribution rates are set by the California Legislature, and (c) if MSA Santa Ana chooses to stop participating in the multi-employer plan, it may be required to pay a withdrawal liability to the plan. MSA Santa Ana has no plans to withdraw from this multi-employer plan.

The details of each plan are as follows:

California State Teachers' Retirement System (CalSTRS)

Plan Description

MSA Santa Ana contributes to the State Teachers Retirement Plan (STRP) administered by the California State Teachers' Retirement System (CalSTRS). STRP is a cost-sharing multiple-employer public employee retirement system defined benefit pension plan. Benefit provisions are established by State statutes, as legislatively amended, within the State Teachers' Retirement Law. According to the most recently available Comprehensive Annual Financial Report and Actuarial Valuation Report for the year ended June 30, 2017, total actuarial value of assets are $180 billion, the actuarial obligation is $287 billion, contributions from all employers totaled $4.0 billion, and the plan is 62.6 percent funded.

A full description of the pension plan regarding benefit provisions, assumptions (for funding, but not accounting purposes), and membership information is listed in the June 30, 2017, annual actuarial valuation report, Defined Benefit Program Actuarial Valuation. This report and CalSTRS audited financial information are publically available reports that can be found on the CalSTRS website under Publications at: http://www.calstrs.com/member-publications.

Benefits Provided

The STRP provides retirement, disability and survivor benefits to beneficiaries. Benefits are based on members' final compensation, age and years of service credit. Members hired on or before December 31, 2012, with five years of credited service are eligible for the normal retirement benefit at age 60. Members hired on or after January 1, 2013, with five years of credited service are eligible for the normal retirement benefit at age 62. The normal retirement benefit is equal to 2.0 percent of final compensation for each year of credited service.

The STRP is comprised of four programs: Defined Benefit Program, Defined Benefit Supplement Program, Cash Balance Benefit Program and Replacement Benefits Program. The STRP holds assets for the exclusive purpose of providing benefits to members and beneficiaries of these programs. CalSTRS also uses plan assets to defray reasonable expenses of administering the STRP. Although CalSTRS is the administrator of the STRP, the State is the sponsor of the STRP and obligor of the trust. In addition, the State is both an employer and nonemployer contributing entity to the STRP.

MSA Santa Ana contributes exclusively to the STRP Defined Benefit Program, thus disclosures are not included for the other plans.

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The STRP provisions and benefits in effect at June 30, 2018, are summarized as follows:

	STRP Defined Benefit Program	
Hire date	On or before	On or after
Benefit formula	2% at 60	2% at 62
Benefit vesting schedule	5 years of service	5 years of service
Benefit payments	Monthly for life	Monthly for life
Retirement age	60	62
Monthly benefits as a percentage of eligible compensation	2.0% - 2.4%	2.0% - 2.4%
Required employee contribution rate	10.25%	9.205%
Required employer contribution rate	14.43%	14.43%
Required state contribution rate	9.328%	9.328%

Contributions

Required member, Charter School and State of California contributions rates are set by the California Legislature and Governor and detailed in Teachers' Retirement Law. The contributions rates are expressed as a level percentage of payroll using the entry age normal actuarial method. In accordance with AB 1469, employer contributions into the CalSTRS will be increasing to a total of 19.1 percent of applicable member earnings phased over a seven year period. The contribution rates for each plan for the year ended June 30, 2018, are presented above and MSA Santa Ana's total contributions were $404,295

California Public Employees Retirement System (CalPERS)

Plan Description

Qualified employees are eligible to participate in the School Employer Pool (SEP) under the California Public Employees' Retirement System (CalPERS), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalPERS. Benefit provisions are established by State statutes, as legislatively amended, within the Public Employees' Retirement Law. According to the most recently available Actuarial Valuation Report for the year ended June 30, 2016, the Schools Pool total plan assets are $55.8 billion, the total accrued liability is $77.5 billion, contributions from all employers totaled $1.43 billion, and the plan is 71.9 percent funded.

A full description of the pension plan regarding benefit provisions, assumptions (for funding, but not accounting purposes), and membership information is listed in the June 30, 2016, annual actuarial valuation report, Schools Pool Actuarial Valuation, 2016. This report and CalPERS audited financial information are publically available reports that can be found on the CalPERS website under Forms and Publications at:
https://www.calpers.ca.gov/page/forms-publications.

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Benefits Provided

CalPERS provides service retirement and disability benefits, annual cost of living adjustments and death benefits to plan members, who must be public employees and beneficiaries. Benefits are based on years of service credit, a benefit factor and the member's final compensation. Members hired on or before December 31, 2012, with five years of total service are eligible to retire at age 50 with statutorily reduced benefits. Members hired on or after January 1, 2013, with five years of total service are eligible to retire at age 52 with statutorily reduced benefits. All members are eligible for non-duty disability benefits after five years of service. The Basic Death Benefit is paid to any member's beneficiary if the member dies while actively employed. An employee's eligible survivor may receive the 1957 Survivor Benefit if the member dies while actively employed, is at least age 50 (or 52 for members hired on or after January 1, 2013), and has at least five years of credited service. The cost of living adjustments for each plan are applied as specified by the Public Employees' Retirement Law.

The CalPERS provisions and benefits in effect at June 30, 2018, are summarized as follows:

	School Employer Pool (CalPERS)	
Hire date	On or before	On or after
Benefit formula	2% at 55	2% at 62
Benefit vesting schedule	5 years of service	5 years of service
Benefit payments	Monthly for life	Monthly for life
Retirement age	55	62
Monthly benefits as a percentage of eligible compensation	1.1% - 2.5%	1.0% - 2.5%
Required employee contribution rate	7.00%	6.50%
Required employer contribution rate	15.531%	15.531%

Contributions

Section 20814(c) of the California Public Employees' Retirement Law requires that the employer contribution rates for all public employers be determined on an annual basis by the actuary and shall be effective on the July 1 following notice of a change in the rate. Total plan contributions are calculated through the CalPERS annual actuarial valuation process. The actuarially determined rate is the estimated amount necessary to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability. MSA Santa Ana is required to contribute the difference between the actuarially determined rate and the contribution rate of employees. The contributions rates are expressed as percentage of annual payroll. The contribution rates for each plan for the year ended June 30, 2018, are presented above and the total Charter School contributions were $73,135.

On Behalf Payments

The State of California makes contributions to CalSTRS on behalf of the School. These payments consist of State General Fund contributions to CalSTRS in the amount of $114,224 (9.328 percent of salaries subject to CalSTRS). Under accounting principles generally accepted in the United States of America, these amounts are to be reported as revenues and expenditures. Accordingly, these amounts have been recorded in these financial statements.

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NOTE 16 - CONTINGENCIES

Grants

MSA Santa Ana has received State and Federal funds for specific purposes that are subject to review and audit by the grantor agencies. The LAUSD Office of Inspector General has been in the process of reviewing prior year's activity. Per the LAUSD Office of Inspector General letter dated November 6, 2017, "unless the Office of Inspector General receives new information or is directed otherwise by the Board, the office of Inspector General will not be moving forward on this matter at this time". Although such audits could generate disallowances under terms of the grants, it is believed that any reimbursement, if required, would not be material.

Litigation

MSA Santa Ana is not currently a party to any legal proceedings.

NOTE 17 - PARTICIPATION IN JOINT POWERS AUTHORITY

MSA Santa Ana is a participant in the California Charter Schools Joint Powers Authority (CCS-JPA) *dba* CharterSAFE for risk management services for workers' compensation and charter school liability insurance. The relationship between MSA Santa Ana and CharterSAFE is such that CharterSAFE is not considered a component unit of MSA Santa Ana for financial reporting purposes.

CharterSAFE has budgeting and financial reporting requirements independent of member units and CharterSAFE's financial statements are not presented in these financial statements; however, transactions between CharterSAFE and MSA Santa Ana are included in these statements. Audited financial statements for CharterSAFE were not available for fiscal year 2017-2018 at the time this report was issued. However, financial statements should be available from the respective agency.

During the year ended June 30, 2018 and 2017, MSA Santa Ana made payments of $76,477 and $55,252, respectively, to CharterSAFE for services received. At June 30, 2018, MSA Santa Ana had no recorded accounts receivable or accounts payable to CharterSAFE.

NOTE 18 - SUBSEQUENT EVENTS

MSA Santa Ana's management has evaluated events or transactions that may occur for potential recognition or disclosure in the financial statements through _____, 2018, which is the date the financial statements were available to be issued. Management has determined that there were no subsequent events or transactions that would have a material impact on the current year financial.

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SUPPLEMENTARY INFORMATION

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MAGNOLIA SCIENCE ACADEMY SANTA ANA
(A California Nonprofit Public Benefit Corporation)

LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE
JUNE 30, 2018

ORGANIZATION

Magnolia Science Academy Santa Ana (Charter Number 1686) was granted on August 1, 2014, by the California State Board of Education. MSA Santa Ana operates one school, for students in transitional kindergarten through grade twelve.

BOARD OF DIRECTORS

MEMBER	OFFICE	TERM EXPIRES
Mr. Saken Sherkhanov	President	December 11, 2018
Rabbi Haim Beliak	Vice-Chair	February 8, 2022
Dr. Charlotte Brimmer	Director	August 10, 2022
Ms. Sandra Covarrubias	Director/Parent	August 10, 2022
Dr. Salih Dikbas	Director	December 10, 2019
Mr. Shohrat Geldiyev	Director	March 11, 2020
Mrs. Diane Gonzalez	Director	December 10 2019
Mr. Serdar Orazov	Director	September 9, 2020
Dr. Umit Yapanel	Director	October 11, 2022

ADMINISTRATION

Alfredo Rubalcava[1]	Chief Executive Officer, Superintendent
Caprice Young, Ed.D.[2]	Chief Executive Officer, Superintendent
Nanie Montijo	Chief Financial Officer

[1] Effective July 1, 2018
[2] Resigned June 30, 2018

See accompanying note to supplementary information.

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MAGNOLIA SCIENCE ACADEMY SANTA ANA
(A California Nonprofit Public Benefit Corporation)

SCHEDULE OF AVERAGE DAILY ATTENDANCE
FOR THE YEAR ENDED JUNE 30, 2018

	Final Report	
	Second Period Report	Annual Report
Regular ADA		
Transitional kindergarten through third	249.53	251.40
Sixth	174.26	178.90
Seventh and eighth	147.64	152.56
Ninth through twelfth	127.23	131.14
Total Regular ADA	698.66	714.00
Classroom based ADA		
Transitional kindergarten through third	249.53	251.40
Sixth	172.49	177.45
Seventh and eighth	147.64	152.56
Ninth through twelfth	126.83	130.81
Total Classroom based ADA	696.49	712.22

MSA Santa Ana did operate an independent study non-classroom based instruction program.

See accompanying note to supplementary information.

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MAGNOLIA SCIENCE ACADEMY SANTA ANA
(A California Nonprofit Public Benefit Corporation)

SCHEDULE OF INSTRUCTIONAL TIME
FOR THE YEAR ENDED JUNE 30, 2018

Grade Level	1986-87 Minutes Requirement	2017-18 Actual Minutes	Number of Days Traditional Calendar	Number of Days Multitrack Calendar	Status
Kindergarten	36,000	54,245	181	N/A	Complied
Grades 1 - 3	50,400				
Grade 1		53,500	181	N/A	Complied
Grade 2		53,500	181	N/A	Complied
Grade 3		53,500	181	N/A	Complied
Grades 4 - 6	54,000				
Grade 4		54,640	181	N/A	Complied
Grade 5		54,640	181	N/A	Complied
Grades 6 - 8	54,000				
Grade 6		61,392	181	N/A	Complied
Grade 7		61,392	181	N/A	Complied
Grade 8		61,392	181	N/A	Complied
Grades 9 - 12	64,800				
Grade 9		64,825	181	N/A	Complied
Grade 10		64,825	181	N/A	Complied
Grade 11		64,825	181	N/A	Complied
Grade 12		64,825	181	N/A	Complied

See accompanying note to supplementary information.

DRAFT 11/15/2018

MAGNOLIA SCIENCE ACADEMY SANTA ANA
(A California Nonprofit Public Benefit Corporation)

RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED FINANCIAL STATEMENTS FOR THE YEAR ENDED JUNE 30, 2018

Summarized below are the net assets reconciliations between the Unaudited Actual Financial Report and the audited financial statements.

NET ASSETS	
Net Assets, June 30, 2018, Unaudited Actuals	$ 7,502,296
(Decrease) in:	
Intra-company receivable	(34,430)
(Increase) Decrease in:	
Accounts payable and accruals	646,523
Intra-company payable	2,181,887
Current loan	(2,793,980)
Net Assets, June 30, 2018, Audited Financial Statement	$ 7,502,296

See accompanying note to supplementary information.

DRAFT 11/15/2018

MAGNOLIA SCIENCE ACADEMY SANTA ANA
(A California Nonprofit Public Benefit Corporation)

NOTE TO SUPPLEMENTARY INFORMATION
JUNE 30, 2018

NOTE 1 - PURPOSE OF SUPPLEMENTARY SCHEDULES

Local Education Agency Organization Structure

This schedule provides information about the school operated, members of the governing board, and members of the administration.

Schedule of Average Daily Attendance

Average daily attendance (ADA) is a measurement of the number of pupils attending classes of MSA Santa Ana. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of State funds are made to local education agencies. This schedule provides information regarding the attendance of students at various grade levels and in different programs.

Schedule of Instructional Time

This schedule presents information on the amount of instructional time offered by MSA Santa Ana and whether MSA Santa Ana complied with the provisions of *Education Code* Sections 47612 and 47612.5, if applicable.

Charter schools must maintain their instructional minutes at the 1986-87 requirements, as required by *Education Code* Section 47612.5.

Reconciliation of Annual Financial Report With Audited Financial Statements

This schedule provides the information necessary to reconcile the net assets of all funds reported on the Unaudited Actual Financial Report to the audited financial statements.

DRAFT 11/15/2018

INDEPENDENT AUDITOR'S REPORTS

DRAFT 11/15/2018

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Governing Board
Magnolia Science Academy Santa Ana
(A California Nonprofit Public Benefit Corporation)
Santa Ana, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Magnolia Science Academy Santa Ana (MSA Santa Ana) which comprise the statement of financial position as of June 30, 2018, and the related statements of activities and cash flows for the fiscal year then ended, and the related notes to the financial statements, and have issued our report thereon dated _____, 2018.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered MSA Santa Ana's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of MSA Santa Ana's internal control. Accordingly, we do not express an opinion on the effectiveness of MSA Santa Ana's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of MSA Santa Ana's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

DRAFT 11/15/2018

Compliance and Other Matters

As part of obtaining reasonable assurance about whether MSA Santa Ana's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

We noted certain matters that we reported to management of MSA Santa Ana in a separate letter dated _____, 2018.

Purpose of This Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of MSA Santa Ana's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering MSA Santa Ana's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Rancho Cucamonga, California
_____, 2018

DRAFT 11/15/2018

INDEPENDENT AUDITOR'S REPORT ON STATE COMPLIANCE

Governing Board
Magnolia Science Academy Santa Ana
(A California Nonprofit Public Benefit Corporation)
Santa Ana, California

Report on State Compliance

We have audited Magnolia Science Academy's Santa Ana (MSA Santa Ana) compliance with the types of compliance requirements as identified in the *2017-2018 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* that could have a direct and material effect on each of MSA Santa Ana's State government programs as noted below for the year ended June 30, 2018.

Management's Responsibility

Management is responsible for compliance with the requirements of State laws, regulations, and the terms and conditions of its State awards applicable to its State programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance of each of MSA Santa Ana's State programs based on our audit of the types of compliance requirements referred to above. We conducted our audit in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the *2017-2018 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. These standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the compliance requirements referred to above that could have a material effect on the applicable government programs noted below. An audit includes examining, on a test basis, evidence about MSA Santa Ana's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinions. Our audit does not provide a legal determination of MSA Santa Ana's compliance with those requirements.

Unmodified Opinion

In our opinion, MSA Santa Ana complied, in all material respects, with the compliance requirements referred to above that are applicable to the government programs noted below that were audited for the year ended June 30, 2018

DRAFT 11/15/2018

In connection with the audit referred to above, we selected and tested transactions and records to determine MSA Santa Ana's compliance with the State laws and regulations applicable to the following items:

	Procedures Performed
LOCAL EDUCATION AGENCIES OTHER THAN CHARTER SCHOOLS	
Attendance	No, see below
Teacher Certification and Misassignments	No, see below
Kindergarten Continuance	No, see below
Independent Study	No, see below
Continuation Education	No, see below
Instructional Time	No, see below
Instructional Materials	No, see below
Ratios of Administrative Employees to Teachers	No, see below
Classroom Teacher Salaries	No, see below
Early Retirement Incentive	No, see below
Gann Limit Calculation	No, see below
School Accountability Report Card	No, see below
Juvenile Court Schools	No, see below
Middle or Early College High Schools	No, see below
K-3 Grade Span Adjustment	No, see below
Transportation Maintenance of Effort	No, see below
Apprenticeship: Related and Supplemental Instruction	No, see below
SCHOOL DISTRICTS, COUNTY OFFICES OF EDUCATION, AND CHARTER SCHOOLS	
Educator Effectiveness	Yes
California Clean Energy Jobs Act	No, see below
After/Before School Education and Safety Program:	
General Requirements	No, see below
After School	No, see below
Before School	No, see below
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control Accountability Plan	Yes
Independent Study - Course Based	No, see below
CHARTER SCHOOLS	
Attendance	Yes
Mode of Instruction	Yes
Non Classroom-Based Instruction/Independent Study for Charter Schools	No, see below
Determination of Funding for Non Classroom-Based Instruction	No, see below
Annual Instruction Minutes Classroom-Based	Yes
Charter School Facility Grant Program	No, see below

Programs listed above for local education agencies are not applicable to charter schools; therefore, we did not perform any related procedures.

MSA Santa Ana did not receive funding related to the California Clean Energy Jobs Act; therefore, we did not perform any related procedures.

DRAFT 11/15/2018

MSA Santa Ana does not operate a before or after school program within the After/Before School Education and Safety Program; therefore, we did not perform any related procedures.

MSA Santa Ana does not operate Independent Study – Course Based instruction; therefore, we did not perform any related procedures.

ADA was below the threshold required for testing; therefore, we did not perform any procedures related to Non Classroom-Based Instruction/Independent Study for Charter Schools or Determination of Funding for Non Classroom-Based Instruction.

MSA Santa Ana did not receive funding for the Charter School Facility Grant Program; therefore, we did not perform any related procedures.

Rancho Cucamonga, California
_____, 2018

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SCHEDULE OF FINDINGS AND QUESTIONED COSTS

DRAFT 11/15/2018

MAGNOLIA SCIENCE ACADEMY SANTA ANA
(A California Nonprofit Public Benefit Corporation)

SUMMARY OF AUDITOR'S RESULTS FOR THE YEAR ENDED JUNE 30, 2018

FINANCIAL STATEMENTS

Type of auditor's report issued:	Unmodified
Internal control over financial reporting:	
Material weakness identified?	No
Significant deficiency identified?	None reported
Noncompliance material to financial statements noted?	No

STATE AWARDS

Type of auditor's report issued on compliance for programs:	Unmodified

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MAGNOLIA SCIENCE ACADEMY SANTA ANA
(A California Nonprofit Public Benefit Corporation)

FINANCIAL STATEMENT FINDINGS
FOR THE YEAR ENDED JUNE 30, 2018

None reported.

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MAGNOLIA SCIENCE ACADEMY SANTA ANA
(A California Nonprofit Public Benefit Corporation)

STATE AWARDS FINDINGS AND QUESTIONED COSTS FOR THE YEAR ENDED JUNE 30, 2018

None reported.

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MAGNOLIA SCIENCE ACADEMY SANTA ANA
(A California Nonprofit Public Benefit Corporation)

SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS FOR THE YEAR ENDED JUNE 30, 2018

There were no audit findings reported in the prior year.

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Governing Board
Magnolia Science Academy Santa Ana
(A California Nonprofit Public Benefit Corporation)
Santa Ana, California

In planning and performing our audit of the financial statements of Magnolia Science Academy Santa Ana (MSA Santa Ana), for the year ended June 30, 2018, we considered its internal control structure in order to determine our auditing procedures for the purpose of expressing our opinion on the financial statements and not to provide assurance on the internal control structure.

We are pleased to report there are no matters to note for MSA Santa Ana for the year ended June 30, 2018.

Rancho Cucamonga, California
_____, 2018

DRAFT 11/15/2018

MAGNOLIA SCIENCE ACADEMY San Diego
(A California Nonprofit Public Benefit Corporation)

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INDEPENDENT AUDITOR'S REPORT

Governing Board
Magnolia Science Academy San Diego
(A California Nonprofit Public Benefit Corporation)
San Diego, California

Report on the Financial Statements

We have audited the accompanying financial statements of Magnolia Science Academy San Diego (MSA San Diego) (A California Nonprofit Public Benefit Corporation), which are comprised of the statement of financial position as of June 30, 2018 and 2017, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards,* issued by the Comptroller General of the United States; and the *2017-2018 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting,* issued by the California Education Audit Appeals Panel as regulations. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to MSA San Diego's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of MSA San Diego's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

DRAFT 11/15/2018

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of MSA San Diego, as of June 30, 2018 and 2017, and the changes in its net assets, and its cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Other Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying supplementary information as listed on the table of contents are presented for purposes of additional analysis and are not a required part of the financial statements.

The accompanying supplementary information is the responsibility of management, and was derived from, and relates directly to the underlying accounting and other records used to prepare the financial statements. Such information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the accompanying supplementary information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated _____, 2018, on our consideration of MSA San Diego's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of MSA San Diego's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering MSA San Diego's internal control over financial reporting and compliance.

Rancho Cucamonga, California
_____, 2018

DRAFT 11/15/2018

FINANCIAL STATEMENTS

DRAFT 11/15/2018

MAGNOLIA SCIENCE ACADEMY San Diego
(A California Nonprofit Public Benefit Corporation)

STATEMENT OF FINANCIAL POSITION
(With comparative financial information at June 30, 2017)

JUNE 30, 2018

	2018	2017
ASSETS		
Current Assets:		
Cash and cash equivalents	$ 657,784	$ 620,061
Restricted assets		
Cash held for restricted purposes	106,607	106,607
Accounts receivable	271,945	250,662
Intra-company receivable	-	11,025
Prepaid expenses and other current assets	128,519	246,037
Total Current Assets	1,164,855	1,234,392
Non-Current Assets		
Investments in LLC's	198,191	-
Security deposits	-	25,000
Fixed assets	667,450	649,284
Less: accumulated depreciation	(372,561)	(341,993)
Total Non-Current Assets	493,080	332,291
Total Assets	$ 1,657,935	$ 1,566,683
LIABILITIES		
Current Liabilities:		
Accounts payable and accruals	$ 137,405	$ 136,429
Intra-company payable	215,638	29,762
Total Current Liabilities	353,043	166,191
Long-Term Obligations:		
Non-current portion of long-term obligations	151,806	151,806
Total Liabilities	504,849	317,997
NET ASSETS		
Unrestricted	803,763	1,063,588
Designated	349,323	185,098
Total Net Assets	1,153,086	1,248,686
Total Liabilities and Net Assets	$ 1,657,935	$ 1,566,683

The accompanying notes are an integral part of these financial statements.

DRAFT 11/15/2018

MAGNOLIA SCIENCE ACADEMY San Diego
(A California Nonprofit Public Benefit Corporation)

STATEMENT OF ACTIVITIES
(With comparative financial information at June 30, 2017)

FOR THE YEAR ENDED JUNE 30, 2018

	2018	2017
CHANGES IN UNRESTRICTED NET ASSETS		
Unrestricted revenues:		
State apportionments	$ 2,947,210	$ 3,033,354
Federal revenue	117,595	107,314
Other State revenue	788,908	594,225
Local revenue	99,365	111,765
Total Revenues	3,953,078	3,846,658
EXPENSES		
Program services:		
Salaries and benefits	$ 1,901,413	$ 1,924,008
Student services	181,840	173,608
Materials and supplies	8,906	18,074
Student nutrition	31,385	35,299
Other expenses	50,080	61,812
Subtotal	2,173,624	2,212,801
Management and general:		
Salaries and benefits	472,297	481,002
Depreciation	30,567	39,157
Management fee	324,470	377,766
Occupancy	698,460	330,000
Operating expenses	349,260	331,827
Subtotal	1,875,054	1,559,752
Total Expenses	4,048,678	3,772,553
CHANGE IN UNRESTRICTED NET ASSETS	(95,600)	74,105
NET ASSETS, BEGINNING OF YEAR	1,248,686	1,174,581
NET ASSETS, END OF YEAR	$ 1,153,086	$ 1,248,686

The accompanying notes are an integral part of these financial statements.

DRAFT 11/15/2018

MAGNOLIA SCIENCE ACADEMY San Diego
(A California Nonprofit Public Benefit Corporation)

STATEMENT OF CASH FLOWS
(With comparative financial information at June 30, 2017)

FOR THE YEAR ENDED JUNE 30, 2018

	2018	2017
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in unrestricted net assets	$ (95,600)	$ 74,105
Adjustments to reconcile change in net assets to net cash provided (used) by operating activities:		
Depreciation expense	30,567	39,157
Changes in operating assets and liabilities:		
Decrease (Increase) in assets		
Accounts receivable	(21,283)	57,459
Intra-company receivable	11,025	(961)
Security deposits	25,000	(25,000)
Prepaid expenses and other current assets	117,518	(237,516)
Increase (Decrease) in liabilities		
Accounts payable and accruals	977	(54,162)
Intra-company payable	185,876	10,320
Deferred revenue	-	-
Net Cash Provided (Used) by Operating Activities	254,080	(136,598)
CASH FLOWS FROM INVESTING ACTIVITIES		
Capital contribution in LLC's	(198,191)	-
Capital expenditures	(18,166)	(5,116)
Net Cash Used by Investing Activities	(216,357)	(5,116)
NET CHANGE IN CASH	37,723	(141,714)
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	620,061	761,775
CASH AND CASH EQUIVALENTS, END OF YEAR	$ 657,784	$ 620,061
Supplemental cash flow disclosure:		
Cash paid during the period for interest	$ -	$ -

The accompanying notes are an integral part of these financial statements.

DRAFT 11/15/2018

MAGNOLIA SCIENCE ACADEMY San Diego
(A California Nonprofit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2018

NOTE 1 - ORGANIZATION AND MISSION

Magnolia Science Academy San Diego

Charter school number authorized by the State: 0698

Magnolia Science Academy San Diego, formerly Momentum Middle Charter School (MSA San Diego) is a charter school located in San Diego, California that provides educational activities for students in grades sixth through ninth serving approximately 397 students. The School offers a rich academic program with elective classes, tutoring, and after school clubs. It was the most improved middle school according to all API scores in the year 2007. The School was created under the approval of the San Diego Unified School District (SDUSD) and the California State Board of Education, and receives public per-pupil funding to help support their operation. The School is economically dependent on Federal and State funding.

Magnolia Educational and Research Foundation

MSA San Diego is an integral part of Magnolia Educational and Research Foundation (Foundation), which also serves as MSA San Diego's Charter School Management Organization (CMO) that manages MSA San Diego's nonacademic operation such as financial, general administration, and human resource management. MSA San Diego's financial statements are included in the consolidated financial statements of Magnolia Educational and Research Foundation.

Administrative support provided to the individual schools and accounted for separately within the financial statements. School support uses a tier expense allocation structure based on student enrollment to calculate expenses to be charged out on each charter school.

Other Related Entities

Joint Powers Agency and Risk Management Pools - MSA San Diego is associated with the California Charter Schools Joint Powers Authority (CCS-JPA) *dba* CharterSAFE. CharterSAFE does not meet the criteria for inclusion as a component unit of MSA San Diego. Additional information is presented in Note 16 to the financial statements.

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The significant policies followed by MSA San Diego are described below to enhance the financial statements.

Financial Statement Presentation

MSA San Diego is required to report information about its financial position and activities in three classes of net assets: unrestricted, temporarily restricted, and permanently restricted net assets. MSA San Diego had no temporarily or permanently restricted net assets as of June 30, 2018 and 2017, respectively. In addition, MSA San Diego is required to present a statement of cash flows.

DRAFT 11/15/2018

MAGNOLIA SCIENCE ACADEMY San Diego
(A California Nonprofit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2018

Accounting Method - Basis of Accounting

The financial statements were prepared in accordance with accounting principles generally accepted in the United States of America as applicable to not-for-profit organizations. Basis of accounting refers to the situation when revenues and expenses are recognized in the accounts and reported on the financial statements. Basis of accounting relates to the timing of measurement made, regardless of the measurement focus applied. MSA San Diego uses the accrual basis of accounting. Revenues are recognized when they are earned and expenditures are recognized in the accounting period in which the liability is incurred.

Revenue Recognition

Contributions received are recorded as unrestricted, temporarily restricted, or permanently restricted depending upon the existence and/or nature of any donor restrictions.

All donor-restricted contributions are recorded as increases in temporarily or permanently restricted net assets depending on the nature of the restriction. When a restriction expires, either by the passage of time or the purpose is satisfied, the temporarily restricted net assets are reclassified to unrestricted net assets and reported in the *Statement of Activities* as "net assets released from restrictions." During 2017-2018, MSA San Diego did not receive any donor-restricted contributions.

Income Taxes

MSA San Diego is a non-profit public benefit corporation that is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code and classified by the Internal Revenue Service as other than a private foundation and qualifies for deductible contributions as provided in Section 170(b) (1) (A) (vi). It is also exempt from State franchise and income taxes under Section 23701(d) of the California Revenue and Taxation Code. Accordingly, no provision for income taxes has been reflected in these financial statements. Income tax returns for 2014 and forward may be audited by regulatory agencies; however, MSA San Diego is not aware of any such actions at this time.

MSA San Diego has adopted Financial Accounting Standards Board (FASB) Accounting Standards Codification (ASC) Topic 740 that clarifies the accounting for uncertainty in tax positions taken or expected to be taken on a tax return and provides that the tax effects from an uncertain tax position can be recognized in the financial statements only if, based on its merits, the position is more likely than not to be sustained on audit by the taxing authorities. Management believes that all tax positions taken to date are highly certain, and, accordingly, no accounting adjustment has been made to the financial statements.

Cash and Cash Equivalents

For purposes of the Statement of Cash Flows, MSA San Diego considers all highly liquid investments available for current use with an initial maturity of three months or less to be cash equivalents.

DRAFT 11/15/2018

MAGNOLIA SCIENCE ACADEMY San Diego
(A California Nonprofit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2018

Accounts Receivable

Accounts receivable are stated at the amount management expects to collect from the outstanding balance. Management provides an analysis of the probable collection of the accounts through a provision for bad debt expense and an adjustment to a valuation allowance. At June 30, 2018 and 2017, respectively, management has determined that all accounts receivable are fully collectible, and no allowance for bad debts has been established.

Fixed Assets

All assets with a useful life of greater than one year and costing more than $5,000 will be capitalized and (except for land) will be recorded in the depreciation records. Property and equipment is capitalized at cost or fair market value on the date of receipt in the case of donated property. Depreciation is provided on the straight-line method over the estimated useful lives of the assets ranging from 3 to 10 years. Bulk computer, software, and other technology purchases with an aggregate value of $25,000 or more are captured as fixed assets regardless of individual price of item. In addition, remodeling modifications and replacement costs of integral structural components are only capitalized when such costs incurred exceed $50,000. Leasehold improvements are depreciated over the lease term (including options) or the useful life. Major additions are capitalized, and repairs and maintenance that do not improve or extend the life of the assets are expensed. When assets are sold or retired, their cost and the related accumulated depreciation are removed from the accounts with the resulting gain or loss reflected in the Statement of Activities. Depreciation expense for the year ended June 30, 2018 and 2017, was $30,567 and $39,157, respectively.

Donated Services, Goods, and Facilities

A substantial number of volunteers have donated their time and experience to MSA San Diego's program services and fundraising campaigns during the year. However, these donated services are not reflected in the financial statements since there is no readily determined method of valuing the services.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities, and disclosure of contingent assets and liabilities, at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

DRAFT 11/15/2018

MAGNOLIA SCIENCE ACADEMY San Diego
(A California Nonprofit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2018

Net Asset Classes

Magnolia Science Academy San Diego is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted, temporarily restricted and permanently restricted.

Net assets of the Magnolia Science Academy consist of the following:

Unrestricted - All resources over which the governing board has discretionary control to use in carrying on the general operations of MSA San Diego.

Temporarily restricted - These net assets are restricted by donors to be used for specific purposes. MSA San Diego does not have temporarily restricted net assets.

Permanently restricted - These net assets are permanently restricted by donors and cannot be used by the school. MSA San Diego does not have permanently restricted net assets.

Unrestricted/Designated Net Assets

Designations of the ending net assets indicate tentative plans for financial resource utilization in a future period. The grant portion of MSA San Diego Facilities Program is classified as designated assets until the fund is used for the purchase of the land and the construction of the facility. As of June 30, 2018 and 2017, MSA San Diego had a designated balance of $349,323 and $185,098, respectively, for California Clean Energy Jobs Act and Proposition 1D Funds for the 2018 and 2017 fiscal years.

Intra-company Receivable/Payable

Intra-company receivable/payable results from a net cumulative difference between resources provided by the Foundation to MSA San Diego and reimbursement for those resources.

New Accounting Pronouncements

In February 2016, FASB issued Accounting Standards Update (ASU) 2016-02, *Leases* (ASU 2016-02). ASU 2016-02 requires a lessee to recognize a lease asset representing its right to use the underlying asset for the lease term, and a lease liability for the payments to be made to lessor, on its statement of financial position for all operating leases greater than 12 months. ASU 2016-02 will be effective for fiscal years, and interim periods within those fiscal years, beginning after December 15, 2019. Although the full impact of this Update on the Organization's financial statements has not yet been determined, the future adoption of this guidance will require the Organization to record assets and liabilities on its statement of financial position relating to facility and other leases currently being accounted for as operating leases.

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In August 2016, the FASB issued ASU No. 2016-14, *Not-for-Profit Entities (Topic 958): Presentation of Financial Statements of Not-for-Profit Entities* (ASU 2016-14). ASU 2016-14 change presentation and disclosure requirements for not-for-profit entities to provide more relevant information about their resources (and the changes in those resources) to donors, grantors, creditors, and other users. These include qualitative and quantitative requirements in the following areas: (1) net asset classes; (2) investment return; (3) expenses; (4) liquidity and availability of resources; and (5) presentation of operating cash flows. ASU 2016-14 will be effective for annual financial statements issued for fiscal years beginning after December 15, 2017, and for interim periods within fiscal years beginning after December 15, 2018. Early application of the amendments is permitted. The Organization has not yet completed its assessment of the impact of this guidance on its financial statements. Under this guidance, the Organization will be required to present two classes of net assets (net assets with donor restrictions and net assets without donor restrictions) and changes in each of these two classes, on the face of the statement of financial position and statement of activities, respectively, rather than the current required three classes (unrestricted, temporarily restricted, and permanently restricted).

NOTE 3 - CASH AND CASH EQUIVALENTS

Cash at June 30, 2018 and 2017, consisted of the following:

	June 30, 2018		June 30, 2017	
	Reported Amount	Bank Balance	Reported Amount	Bank Balance
Deposits				
Cash on hand and in banks	$ 595,726	$ 664,976	$ 605,585	$ 642,439
San Diego County Pooled Investment Funds	62,058	N/A	14,476	N/A
Total	$ 657,784	$ 664,976	$ 620,061	$ 642,439

Cash balances held in banks are insured up to $250,000 by the Federal Deposit Insurance Corporation (FDIC). MSA San Diego maintains its cash in bank deposit accounts that at times may exceed insured limits. MSA San Diego has not experienced any losses in such accounts. At June 30, 2018 and 2017, MSA San Diego had $654,179 and $625,889 in excess of insured limits.

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MAGNOLIA SCIENCE ACADEMY San Diego
(A California Nonprofit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2018

NOTE 4 - RESTRICTED CASH

Restricted cash arises from conditions required by the various financing arrangements. Financial statement classification is based on whether the restricted cash is held to satisfy current or long-term obligations. Restricted cash at June 30, 2018 and 2017, was comprised of the following:

	2018	2017
Current restricted cash for the Charter School Facilities Program	$ 106,607	$ 106,607

Restricted cash balances held in banks are insured up to $250,000 by the Federal Deposit Insurance Corporation (FDIC). MSA San Diego maintains its restricted cash in bank deposit accounts that at times may exceed insured limits. MSA San Diego has not experienced any losses in such accounts. At June 30, 2018 and 2017, MSA San Diego had $0 and $0, respectively, in excess of insured limits.

NOTE 5 - INVESTMENTS

Summary of Investments

Investments as of June 30, 2018 and 2017, are classified in the accompanying financial statements as follows:

	June 30, 2018		June 30, 2017	
Investment Type	Reported Amount	Fair Market Value	Reported Amount	Fair Market Value
San Diego County Pooled Investment Funds	$ 62,058	$ 61,400	$ 14,476	$ 14,427

All assets have been valued using a market approach, with quoted market prices.

Interest Rate Risk

Interest rate risk is the risk that changes in market interest rates will adversely affect the fair value of an investment. Generally, the longer the maturity of an investment, the greater the sensitivity of its fair value to changes in market interest rates. MSA San Diego does not have a formal investment policy that limits investment maturities as a means of managing its exposure to fair value losses arising from increasing interest rates. MSA San Diego manages its exposure to interest rate risk by investing in the County Pool.

Weighted Average Maturity

MSA San Diego monitors the interest rate risk inherent in its portfolio by measuring the weighted average maturity of its portfolio.

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MAGNOLIA SCIENCE ACADEMY San Diego
(A California Nonprofit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2018

NOTE 6 - MARKET VALUE OF FINANCIAL ASSETS AND LIABILITIES

MSA San Diego determines the fair market values of certain financial instruments based on the fair value hierarchy established in FASB ASC 820-10-50, which requires an entity to maximize the use of observable inputs and minimize the use unobservable inputs when measuring fair value. The standard describes three levels of inputs that may be used to measure fair value.

The following provides a summary of the hierarchical levels used to measure fair value:

Level 1 - Quoted prices in active markets for identical assets or liabilities that the reporting entity has the ability to access at the measurement date. Level 1 asset and liabilities may include debt and equity securities that are traded in an active exchange market and that are highly liquid and are actively traded in over-the-counter markets.

Level 2 - Observable inputs other than Level 1 prices such as quoted prices for similar assets or liabilities; quoted prices in markets that are not active; or other inputs that are observable or can be corroborated by observable market data for substantially the full term of the assets or liabilities. Level 2 assets and liabilities may include debt securities with quoted prices that are traded less frequently than exchange-traded instruments and other instruments whose value is determined using a pricing model with inputs that are observable in the market or can be derived principally from or corroborated by observable market data. This category generally includes U.S. Government and agency mortgage-backed debt securities, corporate debt securities, derivative contracts, residential mortgage, and loans held-for-sale.

Level 3 - Unobservable inputs that are supported by little or no market activity and that are significant to the fair value of the assets or liabilities. Level 3 assets and liabilities include financial instruments whose value is determined using pricing models, discounted cash flow methodologies, or similar techniques, as well as instruments for which the determination of fair value requires significant management judgment or estimation. This category generally includes certain private equity investments, retained residual interests in securitizations, residential MSRs, asset-backed securities (ABS), highly structured or long-term derivative contracts and certain collateralized debt obligations (CDO) where independent pricing information was not able to be obtained for a significant portion of the underlying assets.

Uncategorized - Investments in the San Diego County Treasury Investment Pools are not measured using the input levels above because MSA San Diego's transactions are based on a stable net asset value per share. All contributions and redemptions are transacted at $1.00 net asset value per share.

MSA San Diego's fair value measurements are as follows at June 30, 2018:

Investment Type	Level	Fair Value	Weighted Average Maturity in Days
San Diego County Treasury Investment Pool	Uncategorized	$ 61,400	370

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MSA San Diego's fair value measurements are as follows at June 30, 2017:

Investment Type	Level	Fair Value	Weighted Average Maturity in Days
San Diego County Treasury Investment Pool	Uncategorized	$ 14,427	417

NOTE 7 - ACCOUNTS RECEIVABLE

Accounts receivable at June 30, 2018 and 2017, consisted of the following:

	2018	2017
State principal apportionment	$ 158,421	$ 200,163
Federal receivable	64,072	5,925
State receivable	39,073	8,115
Lottery	10,379	36,459
Total Accounts Receivable	$ 271,945	$ 250,662

NOTE 8 - INTRA–COMPANY RECEIVABLE

The intra-company receivable results from a net cumulative difference between resources provided by Magnolia Educational and Research Foundation (Foundation) to MSA San Diego and reimbursement for those resources from MSA San Diego to the Foundation, and cash transfers for cash flow purposes. MSA San Diego and the Foundation are related because they are the same legal entity; share the same tax identification number, governed by the same board of directors and share key management personnel. At June 30, 2018 and 2017, MSA San Diego had an intra-company receivable balance of $0 and $11,025, respectively, from the Foundation.

NOTE 9 - PREPAID EXPENSES AND SECURITY DEPOSITS

Prepaid expenses at June 30, 2018 and 2017, consisted of the following:

	2018	2017
Prepaid rent, security deposits, insurance, and miscellaneous vendors	$ 128,519	$ 246,037

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MAGNOLIA SCIENCE ACADEMY San Diego
(A California Nonprofit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2018

NOTE 10 - FIXED ASSETS

Fixed assets at June 30, 2018 and 2017, consisted of the following:

	2018	2017
Computer and equipment	$ 410,868	$ 402,163
Work in progress	256,582	247,121
Subtotal	667,450	649,284
Less: accumulated depreciation	(372,561)	(341,993)
Total Fixed Assets	$ 294,889	$ 307,291

During the year ended June 30, 2018 and 2017, $30,567 and $39,157, respectively, was charged to depreciation expense.

NOTE 11 - ACCOUNTS PAYABLE

Accounts payable at June 30, 2018 and 2017, consisted of the following:

	2018	2017
Salaries and benefits	$ 45,626	$ 7,836
Vendor payables	87,373	115,625
Due to other agencies	4,406	12,968
Total Accounts Payable	$ 137,405	$ 136,429

NOTE 12 - INTRA–COMPANY PAYABLE

The intra-company payable results from a net cumulative difference between resources provided by Magnolia Educational and Research Foundation (Foundation) to MSA San Diego and reimbursement for those resources from MSA San Diego to the Foundation, and cash transfers for cash flow purposes. MSA San Diego and the Foundation are related because they are the same legal entity; share the same tax identification number, governed by the same board of directors and share key management personnel. At June 30, 2018 and 2017, MSA San Diego had an intra-company payable balance of $215,638 and $29,762, respectively, from the Foundation.

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NOTE 13 - LOANS PAYABLE

Charter School Facilities Program

MSA San Diego has been approved by the State of California's Charter School Facilities Program for $3,036,122 for constructing a new facility which will cost the same amount. The State will fund 50 percent of the total amount of $3,036,122; the State will fund 50 percent of the total project cost through a loan in the amount of $1,518,061 and the other 50 percent through a grant in the amount of $1,518,061. The loan has an annual interest rate of 2.00 percent and it matures 30 years after the completion of the project, which is estimated to be in the middle of calendar year 2016. The repayment schedule will be determined after completion of the project. The State Controller's Office will deduct the loan payments from MSA San Diego's State School Fund Apportionments. The outstanding loan balance as of June 30, 2018, was $151,806.

NOTE 14 - FACILITIES USE AGREEMENT

Magnolia Science Academy San Diego renewed a Facilities Use Agreement with SDUSD for the sole purpose of operating MSA San Diego education programs and related Charter School activities. The terms of this agreement are renewed annually and include rental fees shall that shall be paid on the first of every month. The Pro-Rata Share of Facilities Cost for the year ended June 30, 2018, was $698,460.

NOTE 15 - RELATED PARTY TRANSACTIONS

MSA San Diego is part of the Foundation. MSA San Diego pays the Foundation management fees for services received. The amount is calculated based on management assessment. The amount of management fees paid to the Foundation for fiscal year ended June 30, 2018 and 2017, is $324,470 and $377,766, respectively.

NOTE 16 - EMPLOYEE RETIREMENT SYSTEMS

Qualified employees are covered under multiple-employer defined benefit pension plans maintained by agencies of the State of California. Academic employees are members of the California State Teachers' Retirement System (CalSTRS) and classified employees are members of the California Public Employees' Retirement System (CalPERS).

The risks of participating in these multi-employer defined benefit pension plans are different from single-employer plans because: (a) assets contributed to the multi-employer plan by one employer may be used to provide benefits to employees of other participating employers, (b) the required member, employer, and State contribution rates are set by the California Legislature, and (c) if MSA San Diego chooses to stop participating in the multi-employer plan, it may be required to pay a withdrawal liability to the plan. MSA San Diego has no plans to withdraw from this multi-employer plan.

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The details of each plan are as follows:

California State Teachers' Retirement System (CalSTRS)

Plan Description

MSA San Diego contributes to the State Teachers Retirement Plan (STRP) administered by the California State Teachers' Retirement System (CalSTRS). STRP is a cost-sharing multiple-employer public employee retirement system defined benefit pension plan. Benefit provisions are established by State statutes, as legislatively amended, within the State Teachers' Retirement Law. According to the most recently available Comprehensive Annual Financial Report and Actuarial Valuation Report for the year ended June 30, 2017, total actuarial value of assets are $180 billion, the actuarial obligation is $287 billion, contributions from all employers totaled $4.0 billion, and the plan is 62.6 percent funded.

A full description of the pension plan regarding benefit provisions, assumptions (for funding, but not accounting purposes), and membership information is listed in the June 30, 2017, annual actuarial valuation report, Defined Benefit Program Actuarial Valuation. This report and CalSTRS audited financial information are publically available reports that can be found on the CalSTRS website under Publications at: http://www.calstrs.com/member-publications.

Benefits Provided

The STRP provides retirement, disability and survivor benefits to beneficiaries. Benefits are based on members' final compensation, age and years of service credit. Members hired on or before December 31, 2012, with five years of credited service are eligible for the normal retirement benefit at age 60. Members hired on or after January 1, 2013, with five years of credited service are eligible for the normal retirement benefit at age 62. The normal retirement benefit is equal to 2.0 percent of final compensation for each year of credited service.

The STRP is comprised of four programs: Defined Benefit Program, Defined Benefit Supplement Program, Cash Balance Benefit Program and Replacement Benefits Program. The STRP holds assets for the exclusive purpose of providing benefits to members and beneficiaries of these programs. CalSTRS also uses plan assets to defray reasonable expenses of administering the STRP. Although CalSTRS is the administrator of the STRP, the State is the sponsor of the STRP and obligor of the trust. In addition, the State is both an employer and nonemployer contributing entity to the STRP.

MSA San Diego contributes exclusively to the STRP Defined Benefit Program, thus disclosures are not included for the other plans.

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The STRP provisions and benefits in effect at June 30, 2018, are summarized as follows:

	STRP Defined Benefit Program	
Hire date	On or before	On or after
Benefit formula	2% at 60	2% at 62
Benefit vesting schedule	5 years of service	5 years of service
Benefit payments	Monthly for life	Monthly for life
Retirement age	60	62
Monthly benefits as a percentage of eligible compensation	2.0% - 2.4%	2.0% - 2.4%
Required employee contribution rate	10.25%	9.205%
Required employer contribution rate	14.43%	14.43%
Required state contribution rate	9.328%	9.328%

Contributions

Required member, Charter School and State of California contributions rates are set by the California Legislature and Governor and detailed in Teachers' Retirement Law. The contributions rates are expressed as a level percentage of payroll using the entry age normal actuarial method. In accordance with AB 1469, employer contributions into the CalSTRS will be increasing to a total of 19.1 percent of applicable member earnings phased over a seven year period. The contribution rates for each plan for the year ended June 30, 2018, are presented above and MSA San Diego's total contributions were $201,763.

California Public Employees Retirement System (CalPERS)

Plan Description

Qualified employees are eligible to participate in the School Employer Pool (SEP) under the California Public Employees' Retirement System (CalPERS), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalPERS. Benefit provisions are established by State statutes, as legislatively amended, within the Public Employees' Retirement Law. According to the most recently available Actuarial Valuation Report for the year ended June 30, 2016, the Schools Pool total plan assets are $55.8 billion, the total accrued liability is $77.5 billion, contributions from all employers totaled $1.43 billion, and the plan is 71.9 percent funded.

A full description of the pension plan regarding benefit provisions, assumptions (for funding, but not accounting purposes), and membership information is listed in the June 30, 2016, annual actuarial valuation report, Schools Pool Actuarial Valuation, 2016. This report and CalPERS audited financial information are publically available reports that can be found on the CalPERS website under Forms and Publications at:
https://www.calpers.ca.gov/page/forms-publications.

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MAGNOLIA SCIENCE ACADEMY San Diego
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NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2018

Benefits Provided

CalPERS provides service retirement and disability benefits, annual cost of living adjustments and death benefits to plan members, who must be public employees and beneficiaries. Benefits are based on years of service credit, a benefit factor and the member's final compensation. Members hired on or before December 31, 2012, with five years of total service are eligible to retire at age 50 with statutorily reduced benefits. Members hired on or after January 1, 2013, with five years of total service are eligible to retire at age 52 with statutorily reduced benefits. All members are eligible for non-duty disability benefits after five years of service. The Basic Death Benefit is paid to any member's beneficiary if the member dies while actively employed. An employee's eligible survivor may receive the 1957 Survivor Benefit if the member dies while actively employed, is at least age 50 (or 52 for members hired on or after January 1, 2013), and has at least five years of credited service. The cost of living adjustments for each plan are applied as specified by the Public Employees' Retirement Law.

The CalPERS provisions and benefits in effect at June 30, 2018, are summarized as follows:

	School Employer Pool (CalPERS)	
Hire date	On or before	On or after
Benefit formula	2% at 55	2% at 62
Benefit vesting schedule	5 years of service	5 years of service
Benefit payments	Monthly for life	Monthly for life
Retirement age	55	62
Monthly benefits as a percentage of eligible compensation	1.1% - 2.5%	1.0% - 2.5%
Required employee contribution rate	7.00%	6.50%
Required employer contribution rate	15.531%	15.531%

Contributions

Section 20814(c) of the California Public Employees' Retirement Law requires that the employer contribution rates for all public employers be determined on an annual basis by the actuary and shall be effective on the July 1 following notice of a change in the rate. Total plan contributions are calculated through the CalPERS annual actuarial valuation process. The actuarially determined rate is the estimated amount necessary to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability. MSA San Diego is required to contribute the difference between the actuarially determined rate and the contribution rate of employees. The contributions rates are expressed as percentage of annual payroll. The contribution rates for each plan for the year ended June 30, 2018, are presented above and the total Charter School contributions were $28,775.

On Behalf Payments

The State of California makes contributions to CalSTRS on behalf of the School. These payments consist of State General Fund contributions to CalSTRS in the amount of $102,769 (9.328 percent of salaries subject to CalSTRS). Under accounting principles generally accepted in the United States of America, these amounts are to be reported as revenues and expenditures. Accordingly, these amounts have been recorded in these financial statements.

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NOTE 17 - CONTINGENCIES

Grants

MSA San Diego has received State and Federal funds for specific purposes that are subject to review and audit by the grantor agencies. The LAUSD Office of Inspector General has been in the process of reviewing prior year's activity. Per the LAUSD Office of Inspector General letter dated November 6, 2017, "unless the Office of Inspector General receives new information or is directed otherwise by the Board, the office of Inspector General will not be moving forward on this matter at this time." Although such audits could generate disallowances under terms of the grants, it is believed that any reimbursement, if required, would not be material.

Litigation

MSA San Diego is not currently a party to any legal proceedings.

NOTE 18 - PARTICIPATION IN JOINT POWERS AUTHORITY

MSA San Diego are a participant in the California Charter Schools Joint Powers Authority (CCS-JPA) *dba* CharterSAFE for risk management services for workers' compensation and charter school liability insurance. The relationship between MSA San Diego and CharterSAFE is such that CharterSAFE is not considered a component unit of MSA San Diego for financial reporting purposes.

CharterSAFE has budgeting and financial reporting requirements independent of member units and CharterSAFE's financial statements are not presented in these financial statements; however, transactions between CharterSAFE and MSA San Diego are included in these statements. Audited financial statements for CharterSAFE were not available for fiscal year 2017-2018 at the time this report was issued. However, financial statements should be available from the respective agency.

During the year ended June 30, 2018 and 2017, MSA San Diego made payments of $43,695 and $18,575, respectively, to CharterSAFE for services received. At June 30, 2018 and 2017, respectively, MSA San Diego had no recorded accounts receivable or accounts payable to CharterSAFE.

NOTE 19 - SUBSEQUENT EVENTS

MSA San Diego's management has evaluated events or transactions that may occur for potential recognition or disclosure in the financial statements through _____, 2018, which is the date the financial statements were available to be issued. Management has determined that there were no subsequent events or transactions, other than those noted below, that would have a material impact on the current year financial.

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SUPPLEMENTARY INFORMATION

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MAGNOLIA SCIENCE ACADEMY San Diego
(A California Nonprofit Public Benefit Corporation)

LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE
JUNE 30, 2018

ORGANIZATION

Magnolia Science Academy San Diego (Charter Number 0698) was granted on July 1, 2005, by the San Diego Unified School District. MSA San Diego operates one school, grades six through eight.

BOARD OF DIRECTORS

MEMBER	OFFICE	TERM EXPIRES
Mr. Saken Sherkhanov	President	December 11, 2018
Rabbi Haim Beliak	Vice-Chair	February 8, 2022
Dr. Charlotte Brimmer	Director	August 10, 2022
Ms. Sandra Covarrubias	Director/Parent	August 10, 2022
Dr. Salih Dikbas	Director	December 10, 2019
Mr. Shahrat Geldiyev	Director	March 11, 2020
Mrs. Diane Gonzalez	Director	December 10, 2019
Mr. Serdar Orazov	Director	September 9, 2020
Dr. Umit Yapanel	Director	October 11, 2022

ADMINISTRATION

Alfredo Rubalcava[1]	Chief Executive Officer, Superintendent
Caprice Young, Ed.D.[2]	Chief Executive Officer, Superintendent
Nanie Montijo	Chief Financial Officer

[1] Effective July 1, 2018
[2] Reassigned June 30, 2018

See accompanying note to supplementary information.

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MAGNOLIA SCIENCE ACADEMY San Diego
(A California Nonprofit Public Benefit Corporation)

SCHEDULE OF AVERAGE DAILY ATTENDANCE FOR THE YEAR ENDED JUNE 30, 2018

	Final Report	
	Revised Second Period Report	Annual Report
Regular ADA		
Sixth	121.13	120.08
Seventh and eighth	266.85	264.98
Total Regular ADA	387.98	385.06
Classroom based ADA		
Sixth	121.13	120.08
Seventh and eighth	265.83	262.18
Total Classroom based ADA	386.96	382.26

MSA San Diego did operate an independent study non-classroom based instruction program.

See accompanying note to supplementary information.

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MAGNOLIA SCIENCE ACADEMY San Diego
(A California Nonprofit Public Benefit Corporation)

SCHEDULE OF INSTRUCTIONAL TIME
FOR THE YEAR ENDED JUNE 30, 2018

Grade Level	1986-87 Minutes Requirement	2017-18 Actual Minutes	Number of Days		Status
			Traditional Calendar	Multitrack Calendar	
Grades 6 - 8	54,000				
Grade 6		61,392	176	N/A	Complied
Grade 7		61,392	176	N/A	Complied
Grade 8		61,392	176	N/A	Complied

See accompanying note to supplementary information.

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MAGNOLIA SCIENCE ACADEMY San Diego
(A California Nonprofit Public Benefit Corporation)

RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED FINANCIAL STATEMENTS FOR THE YEAR ENDED JUNE 30, 2018

Summarized below are the net assets reconciliations between the Unaudited Actual Financial Report and the audited financial statements.

NET ASSETS		
Balance, June 30, 2018, Unaudited Actuals	$	1,165,312
Increase (decrease) in:		
Prepaid expenses and other current assets		(105,636)
Intra-company payable		215,638
(Decrease) in:		
Accounts payable and accruals		(12,228)
Current loan		(110,000)
Balance, June 30, 2018,		
Audited Financial Statement	$	1,153,086

See accompanying note to supplementary information.

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MAGNOLIA SCIENCE ACADEMY San Diego
(A California Nonprofit Public Benefit Corporation)

NOTE TO SUPPLEMENTARY INFORMATION
JUNE 30, 2018

NOTE 1 - PURPOSE OF SUPPLEMENTARY SCHEDULES

Local Education Agency Organization Structure

This schedule provides information about the school operated, members of the governing board, and members of the administration.

Schedule of Average Daily Attendance

Average daily attendance (ADA) is a measurement of the number of pupils attending classes of MSA San Diego. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of State funds are made to local education agencies. This schedule provides information regarding the attendance of students at various grade levels and in different programs.

Schedule of Instructional Time

This schedule presents information on the amount of instructional time offered by MSA San Diego and whether MSA San Diego complied with the provisions of *Education Code* Sections 47612 and 47612.5, if applicable.

Charter schools must maintain their instructional minutes at the 1986-87 requirements, as required by *Education Code* Section 47612.5.

Reconciliation of Annual Financial Report With Audited Financial Statements

This schedule provides the information necessary to reconcile the net assets of all funds reported on the Unaudited Actual Financial Report to the audited financial statements.

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INDEPENDENT AUDITOR'S REPORTS

DRAFT 11/15/2018

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Governing Board
Magnolia Science Academy San Diego
(A California Nonprofit Public Benefit Corporation)
San Diego, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Magnolia Science Academy San Diego (MSA San Diego) which comprise the statement of financial position as of June 30, 2018, and the related statements of activities and cash flows for the fiscal year then ended, and the related notes to the financial statements, and have issued our report thereon dated _____, 2018.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered MSA San Diego's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of MSA San Diego's internal control. Accordingly, we do not express an opinion on the effectiveness of MSA San Diego's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of MSA San Diego's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

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Compliance and Other Matters

As part of obtaining reasonable assurance about whether MSA San Diego's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

We noted certain matters that we reported to management of MSA San Diego in a separate letter dated _____, 2018.

Purpose of This Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of MSA San Diego's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering MSA San Diego's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Rancho Cucamonga, California
_____, 2018

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INDEPENDENT AUDITOR'S REPORT ON STATE COMPLIANCE

Governing Board
Magnolia Science Academy San Diego
(A California Nonprofit Public Benefit Corporation)
San Diego, California

Report on State Compliance

We have audited Magnolia Science Academy's (MSA San Diego) compliance with the types of compliance requirements as identified in the *2017-2018 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* that could have a direct and material effect on each of MSA San Diego's State government programs as noted below for the year ended June 30, 2018.

Management's Responsibility

Management is responsible for compliance with the requirements of State laws, regulations, and the terms and conditions of its State awards applicable to its State programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance of each of MSA San Diego's State programs based on our audit of the types of compliance requirements referred to above. We conducted our audit in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards,* issued by the Comptroller General of the United States; and the *2017-2018 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. These standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the compliance requirements referred to above that could have a material effect on the applicable government programs noted below. An audit includes examining, on a test basis, evidence about MSA San Diego's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinions. Our audit does not provide a legal determination of MSA San Diego's compliance with those requirements.

Unmodified Opinion

In our opinion, MSA San Diego complied, in all material respects, with the compliance requirements referred to above that are applicable to the government programs noted below that were audited for the year ended June 30, 2018.

DRAFT 11/15/2018

In connection with the audit referred to above, we selected and tested transactions and records to determine MSA San Diego's compliance with the State laws and regulations applicable to the following items:

	Procedures Performed
LOCAL EDUCATION AGENCIES OTHER THAN CHARTER SCHOOLS	
Attendance	No, see below
Teacher Certification and Misassignments	No, see below
Kindergarten Continuance	No, see below
Independent Study	No, see below
Continuation Education	No, see below
Instructional Time	No, see below
Instructional Materials	No, see below
Ratios of Administrative Employees to Teachers	No, see below
Classroom Teacher Salaries	No, see below
Early Retirement Incentive	No, see below
Gann Limit Calculation	No, see below
School Accountability Report Card	No, see below
Juvenile Court Schools	No, see below
Middle or Early College High Schools	No, see below
K-3 Grade Span Adjustment	No, see below
Transportation Maintenance of Effort	No, see below
Apprenticeship: Related and Supplemental Instruction	No, see below
SCHOOL DISTRICTS, COUNTY OFFICES OF EDUCATION, AND CHARTER SCHOOLS	
Educator Effectiveness	Yes
California Clean Energy Jobs Act	Yes
After/Before School Education and Safety Program:	
General Requirements	No, see below
After School	No, see below
Before School	No, see below
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control Accountability Plan	Yes
Independent Study - Course Based	No, see below
CHARTER SCHOOLS	
Attendance	Yes
Mode of Instruction	Yes
Non Classroom-Based Instruction/Independent Study for Charter Schools	No, see below
Determination of Funding for Non Classroom-Based Instruction	No, see below
Annual Instruction Minutes Classroom-Based	Yes
Charter School Facility Grant Program	No, see below

Programs listed above for local education agencies are not applicable to charter schools; therefore, we did not perform any related procedures.

MSA San Diego does not operate a before or after school program within the After/Before School Education and Safety Program; therefore, we did not perform any related procedures.

DRAFT 11/15/2018

MSA San Diego does not operate Independent Study – Course Based instruction; therefore, we did not perform any related procedures.

ADA was below the threshold required for testing; therefore, we did not perform any procedures related to Non Classroom-Based Instruction/Independent Study for Charter Schools or Determination of Funding for Non Classroom-Based Instruction.

MSA San Diego did not receive funding for the Charter School Facility Grant Program; therefore, we did not perform any related procedures.

Rancho Cucamonga, California
_____, 2018

DRAFT 11/15/2018

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

DRAFT 11/15/2018

MAGNOLIA SCIENCE ACADEMY San Diego
(A California Nonprofit Public Benefit Corporation)

SUMMARY OF AUDITOR'S RESULTS FOR THE YEAR ENDED JUNE 30, 2018

FINANCIAL STATEMENTS

Type of auditor's report issued:	Unmodified
Internal control over financial reporting:	
Material weakness identified?	No
Significant deficiency identified?	None reported
Noncompliance material to financial statements noted?	No

STATE AWARDS

Type of auditor's report issued on compliance for programs:	Unmodified

DRAFT 11/15/2018

MAGNOLIA SCIENCE ACADEMY San Diego
(A California Nonprofit Public Benefit Corporation)

FINANCIAL STATEMENT FINDINGS
FOR THE YEAR ENDED JUNE 30, 2018

None reported.

DRAFT 11/15/2018

MAGNOLIA SCIENCE ACADEMY San Diego
(A California Nonprofit Public Benefit Corporation)

STATE AWARDS FINDINGS AND QUESTIONED COSTS FOR THE YEAR ENDED JUNE 30, 2018

None reported.

DRAFT 11/15/2018

MAGNOLIA SCIENCE ACADEMY San Diego
(A California Nonprofit Public Benefit Corporation)

SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS FOR THE YEAR ENDED JUNE 30, 2018

There were no audit findings reported in the prior year.

DRAFT 11/15/2018

Governing Board
Magnolia Science Academy San Diego
(A California Nonprofit Public Benefit Corporation)
San Diego, California

In planning and performing our audit of the financial statements of Magnolia Science Academy San Diego (MSA San Diego), for the year ended June 30, 2018, we considered its internal control structure in order to determine our auditing procedures for the purpose of expressing our opinion on the financial statements and not to provide assurance on the internal control structure.

We are pleased to report there are no matters to note for MSA San Diego for the year ended June 30, 2018.

Rancho Cucamonga, California
_____, 2018

Cover Sheet

Approval of MSA 1 Cabling Vendor and Contract

Section:	II. Consent Items
Item:	C. Approval of MSA 1 Cabling Vendor and Contract
Purpose:	Vote
Submitted by:	
Related Material:	II C MSA-1 Construction Technology Infrastructure.pdf

Board Agenda Item #	II C – Consent Item
Date:	12.13.2018
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava CEO & Superintendent
Staff Lead:	Rasul Monoshev, MPS IT Director
RE:	Approval of Vendors for MSA-1 Construction Technology Infrastructure Recommendations: MSA-1 Cabling with server racks, security cameras and labor items • Vendor – **Digital Synergy** • Total pricing for the cabling, cabinets, security cameras, and intrusion system and labor– **$60,943.86** Viewsonic screens, cables for the classrooms: • We would like to do the RFP again due to some complications that arose just recently. Public Announcement/Bell system: • Vendor for equipment – **ProAcoustics** • Pricing for the equipments and software –**$13,000** • Labor for installation – **$9,000** (We will request a quote from Digital Synergy for the installation) • Total for PA Bell system not to exceed **$22,000** **Grand Total for All Equipment and Services – $82,943.86**

Proposed Board Recommendation

I move that the board awards the winning bid according to vendor evaluation matrix and adopt the purchase of equipment and cabling services for Magnolia Science Academy (MSA)-1 operating within the approved budgeted amounts. Should there be a similar need for any other Magnolia Public Schools(MPS), the approved vendor, machine model, and pricing per unit will be used between dates July 1st, 2018 – June 30th, 2020.

Background

For Magnolia Science Academy (MSA)-1's new construction project, the MPS IT Department voluntarily took the responsibility for the planning and implementation of the IT infrastructure for the campus due to the cost effectiveness (From our previous experience, if we select and negotiate our own vendors for the project we save significant amounts of money for the school).

We had plans for two RFP processes for the MSA-1 Construction: first, for E-Rate eligible items like switches, wireless access points which can be purchased after April 1st, 2019 and, second, for the time sensitive items such as Ethernet cabling. The latter is the subject of the RFP referenced herein.

The MPS IT Department opened the RFP process for which the due date was November 2nd, 2018, but due to a lot of interest from vendors and lots of questions and walkthrough requests we amended the RFP and extended the due date for one more week until November 9th, 2018. The RFP evaluation committee consisted of MPS Facilities Director Mr. P. Ontiveros, MPS IT Director, Mr. R. Monoshev, MSA-1 Principal, Mr. M. Sahin, and MSA-1 IT Manager, Mr. J. Lopez. The committee evaluated the bids received and recommends awarding of the bid to Digital Synergy. We would like to do the RFP bidding process for the Visual touchscreen displays for the classrooms again.

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

Budget Implications

The budget developed by MPS Staff for the MSA-1 new construction includes an allowance of $220,000 for the MSA-1 construction technology infrastructure. The scope of work will be paid for from the 2017 bond proceeds. At the end of the RFP biddings, especially with E-Rate grant portion, our estimate is that we will be saving around $75,000 for the school from original budget of $220,000.

Name of Staff Originator: Rasul Monoshev

POSTED RFP

MAGNOLIA PUBLIC SCHOOLS

REQUEST FOR PROPOSALS

MAGNOLIA SCIENCE ACADEMY-1 CABLING SERVICES

Amended with red highlights for the changes and the Q/A section added on last pages

(Due Date – November 09, 2018)

PURPOSE

Magnolia Public Schools ("**MPS**") is soliciting proposals for the cabling services at its Magnolia Science Academy – 1 ("**MSA-1**"). MPS is presently constructing a new classroom building at 18220 Sherman Way for the benefit of MSA-1. The main purpose of the required service is to run all the necessary computer networking and security cameras cables, audio visual cables, and PA-Bell system cables. The mounting of security cameras, ceiling speakers for the bell system should be also included in the SOW. The submitted bid such include the bell system, security cameras, and the cables.

Important Date: Due to the construction schedule, the vendor's calendar schedule should be available for the dates between **January 15th, 2019 – February 30th, 2019**.

Should there be a need for any other MPS schools listed below between dates July 1st, 2018 – June 30th, 2020, the approved vendor, the appliance/service model, and the price will be used for the purchase:

MPS School	Address
MSA-1	18238 Sherman Way, Reseda, CA 91335
MSA-2	17125 Victory Blvd., Van Nuys, CA 91406
MSA-3	1254 East Helmick Street, Carson, CA 90746
MSA-4	11330 West Graham Place, Los Angeles, CA 90064
MSA-5	18230 Kittridge St., Reseda, CA 91335
MSA-6	3754 Dunn Dr., Los Angeles, CA 90034

MPS School	Address
MSA-7	18355 Roscoe Boulevard, Northridge, CA 91325
MSA-8	6411 Orchard Ave., Bell, CA 90201
MSA-Santa Ana	2840 W. 1st Street, Santa Ana, CA 92703
MSA-San Diego	6525 Estrella Ave., San Diego, CA 92120

GENERAL TERMS AND CONDITIONS FOR RFP PROPOSAL GUIDELINES

1. Each item request and guideline in this RFP must be properly addressed in the proposal.
2. All equipment in the submitted proposal must conform to specifications provided in this RFP.
3. The Vendor must provide terms of warranty on all products
4. The Vendor shall provide a clear itemized breakdown of equipment and services costs.
5. The Vendor must provide an estimated timeline for product delivery and installation.
6. Proposal must be valid for 60 days.

All questions regarding this RFP should be addressed in writing to Rasul Monoshev, MPS IT Director at rmonoshev@magnoliapublicschools.org.

PROPOSAL SUBMISSION

Proposals are to be submitted for receipt no later than **5:00 PM PST, Friday, 11/09/2018** and may be delivered as follows:

- Email it@magnoliapublicschools.org

- Mail (Regular or Overnight) or Hand Delivery to:

Rasul Monoshev,
MPS IT Director
Magnolia Public Schools
250 East First St, STE1500,
Los Angeles, CA 90012

[Ref: MSA-1 cabling services 2018]

VENDOR WALK THROUGH

If a vendor walk-through is scheduled, the vendor shall sign-in or provide a business card or similar contact information. The date of the walkthrough will be provided.

Attendance at the walk through is ***OPTIONAL THOUGH HIGHLY RECOMENDED***; answers to clarifying questions not adequately explained in the existing RFP materials will be posted as RFP Addenda or Amendments on the same web site as this document and available to all vendors. All vendors interested in a walk-through are expected to schedule via email with the contact indicated above. This will allow us to notify all interested parties of any unanticipated, last minute changes in scheduling or starting location. Vendors should never offer gifts or favors of any kind, however small, to anyone associated with MPS, MSA-1 or their officers and agents, including their family members.

Submission of a proposal constitutes a presumptive certification that there is no conflict of interest.

ACCEPTANCE/REJECTION OF PROPOSAL SUBMISSIONS

MPS reserves the right to accept or reject any and all proposals or any portion of any and all proposals in its discretion. While price is an important consideration, it will not be

the sole determining factor in the selection of a Vendor. Payments will not be made nor orders submitted until after the MPS Board of Directors has accepted a proposal and awarded it as the winning proposal submission. A contract will be entered into between MPS and the Vendor after the aforementioned approvals.

PAYMENT

Payment shall be made no later than 60 days after invoice date. The payment will not be issued until after both the Vendor and MPS agree that the project is complete and meets all requirements.

RFP Revisions

MPS reserves the right to modify or issue amendments to this RFP at any time. MPS also reserves the right to cancel or reissue this RFP at any time. Notices will be posted to http://magnoliapublicschools.org. It is the sole responsibility of interested vendors to monitor the URL for posting of such information.

RFP EVALUATION

All qualified, responsive proposals will be evaluated using the following factors and weights.

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

RFP Evaluation Committee

The RFP Evaluation committee members are as follows:

- Rasul Monoshev, IT Director
- Mustafa Sahin, MSA-1 Principal
- Patrick Ontiveros, MPS Facilities Director

- Julian Lopez, MSA-1 IT Manager

EQUIPMENT & SERVICES SPECIFICATIONS

- **Item 1:**
  Quantity: 220
  Description: Cabling price per Cat 6 drop (according to attached blueprint plus or minus approximately 15-20 drops. The conduits and J-Hooks will be provided. See QA on last pages for more details)

- **Item 2:**
  Quantity: 1
  Description: 150 feet fiber cabling between new and old buildings (conduits will be provided for it, i.e. no conduit job needed)

- **Item 3:**
  Quantity: 1
  Description: 40 feet fiber cabling between floors (conduits will be provided for it, i.e. no conduit job needed)

- **Item 4:**
  Quantity: 1
  Description: 20 Security cameras with 8TB NVR and mounting and configuration service for the cameras

- **Item 5:**
  Quantity: 1
  Description: The bell system for the whole campus (old and new building) and mounting service for 45 rooms total and 2 outside horns.

- **Item 6:**
  Quantity: 1
  Description: Lockable closed deep Server Rack to host blade servers in MDF

- **Item 7:**
  Quantity: 1
  Description: Open Rack for cable organizing and for switches in MDF

- **Item 8:**
  Quantity: 2
  Description: IDF Racks to host networking switches and cabling organizers

- **Item 9:**
  Quantity: 24
  Description: 25ft HDMI cables and running cables from teacher corner to the whiteboard (conduits will be provided for it, i.e. no conduit job needed)

Item 10:
Quantity: 2 total (one at the back and another for front door)
Description: Buzzing system for front and back outside doors (conduits will be provided for it, i.e. no conduit job needed) It should include buttons to talk, cameras to see who is out there. There will be a screen in main lobby where school should be able to see and talk to people before letting them into the building.

Item 11:
Quantity: 20
Description: Interactive Display Board: Viewsonic IFP7550 and IFP6560 or similar options on separate quotes (Description: 20 - 65” on one quote and 20 – 75” quote on separate for us to compare and go with)

Item 12:
Quantity: 20
Description: Diversitrack Hover Mount or similar for Item 11, Interactive Displays and mounting service for those.

Cabling Specs

a. All copper cable should be CAT6 or better, except when supplementing existing, properly installed CAT5e with additional runs, in which case CAT5e may be used
b. Where required by applicable codes, plenum cable shall be used
c. Each classroom should have at least 2 Power over Ethernet [PoE] port(s) at ceiling level to run wireless access point(s). Larger rooms may need more than two for adequate coverage; coverage is defined by both the ability of the AP to give radio signal strength to a given area and the AP's ability to handle the number of simultaneous connections anticipated for a given area. (WAP specifications are detailed below.)
d. Other drops should be located near A/C power outlets available for end-user equipment
e. 19-inch 4-post rack in a cabinet to be included if needed for the MDF
f. Wall-mounted racks or cabinets must be capable of holding 175 lbs.
g. All between buildings or from MDF to IDFs shall use fiber optic cable, minimum spec 6-strand 50/125 µm multimode fiber, rated at 10 Gbps, with LC-type terminations on all strands
h. All wiring must be in compliance with TIA/EIA 568/569-C standards. (This is not to be confused with T568A and T568B termination punch order standards)
i. All wiring must be labeled on both ends and tested, with wiring maps supplied. Copper and fiber test results and wire maps are to be supplied to the Applicant in electronic format
j. All necessary racks, cabinets, patch panels, patch cables, raceways, surface mount boxes, junction boxes, and similar items needed for a complete and working system should be included in cabling bids
k. Racks should be large enough to accommodate other eligible equipment such as switches, routers, and servers that need to be co-located with patch panels, whether or not provided by the same Vendor
l. All necessary additional patch cables should be supplied, in appropriate lengths.
m. All runs should be properly terminated at the patch panel unless otherwise

indicated.

n. Bids should summarize average per-drop pricing, including all parts, labor, taxes, and shipping
o. MDF to contain: edge device (if needed), firewall, switches sufficient to activate all ports with modest (20%) spare capacity, patch panels for telephone and data traffic, appropriately sized UPS to support eligible equipment
p. IDF's to contain: patch panel, switch(s), appropriately sized UPS to support all eligible equipment with necessary cascade. All IDF's will have either 1 or 2 POE switches protected by appropriately sized UPS units
q. All IDF and MDF equipment must be mounted on standard 19-inch racks. Rack hardware should be included in cabling quotation
r. Typical schools will require an MDF, ideally located at the MPOE, plus multiple IDFs

Attachment:

The new building blueprint with annotations.

Delivery/Shipping

NOTE: No dock at this location.

Bill to and Ship to Address:

Magnolia Public Schools

Magnolia Public Schools, 250 East First St, STE1500, Los Angeles, CA 90012

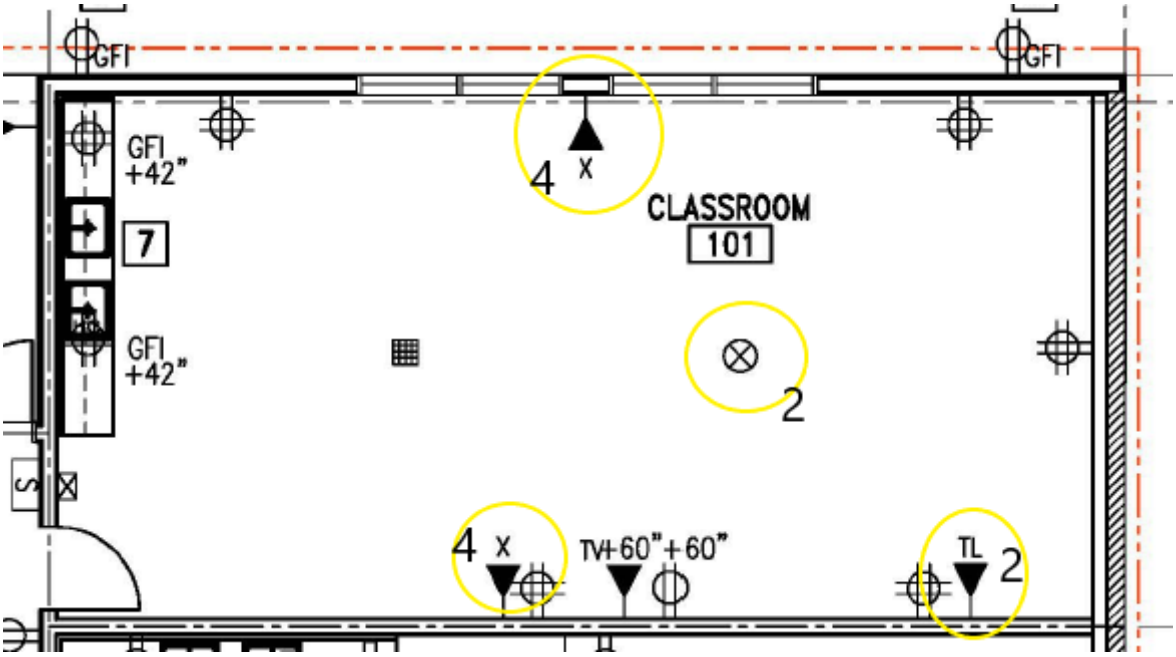
PROJECT Q/A:

Question 1:

In addition to the site walk question – the RFP calls for 110 drops. But the count on the floor plans between A1.3 and A2.3 are 284.

Can we clarify that these notations I made are correct – i.e. this classroom has 12 drops in it.

4 for each quad outlet, 2 for TL 2 for the ceiling AP



Answer:

The drops per classroom:

2 on teacher's corner, 4 on opposite side (Quad plate), 1 for Access Point on ceiling and 1 on teaching wall = Total 8 instead of 12 drops on blueprint

Question 2:

Is it possible to do a site walk?

Answer:

Yes, please with school's IT, Julian Lopez at jblopez@magnoliapublicschools.org

Question 3:

Bell system for the entire campus:

> The school does not want a wireless bell system correct?

> The 45 classrooms listed include adding the bell system to existing classrooms not just ones in the new building correct?

> Do you want clocks for the new classrooms as well?

> Do you want new clocks for the existing classrooms?

> Are wireless clocks ok, or do you want wired POE clocks?

> Do you want to be able to page through the bell system?

Answer:

- Correct, we don't want wireless bell system (In fact, our current bell/pa system is wireless)
- Yes, it includes both sites – new construction site and old site Important Note: We want drop ceiling speakers, around 22 on new site and 23 wall mount speakers for old building for the bell/pa system. Plus 2 horns for outside lunch area.

- Yes, we want clocks (Not PoE, synced with bell pa system though)
- Yes, clocks for all classrooms – new and existing buildings
- Wireless clock are ok, we don't want to run Ethernet drops for those and provide extra switches for clocks
- Yes, we would like to be able to page with bell system

Question 4:

Security cameras - of the 20 cameras being requested I only see 13 on the floor plans, are there camera locations that are somewhere other than the new building?

Answer:

Yes, we are adding another 7 security cameras which are not on blueprints (all are at new site)

Question 5:

- Do you want a color scheme of cables?

- If cable tray is provided?

- 4 post rack cabling tray?

Answer:

- Color scheme is not important, but can be implemented (as pricing per drop will remain the same)
- No, cable tray is not provided. I added open rack for it – Item 7, so please bid by including everything.
- 4 post rack cabling tray is OK. (Note: IDF cabinets are there to host those cabling terminations and to host switches. Please bid accordingly)

Question 6:

- What are the minimum specs you are looking for in regards to equipment i.e, NVR, Server rack?
- They wanted information on existing equipment.

Answer:

- Server rack Items are added with details in Item 6 and 7. (1 lockable, deep rack and one open rack for cabling and switches for MDF, both needs to be mounted on the floor). NVR – minimum of 8-10TB of space is preferable.
- NVR - is a generic system, some Chinese brand. There was no model number or manufacturer on the device.
- Current phone system is 3CX and we would like to keep it that way (expand it). PA/Bell system should be compatible with 3CX system. i.e. school should be able to make announcements from the desk phones.

Question 7:

- Another question about the amended RFP. Can we adjust security camera quote to include connection to current system?

Answer:

- Yes, the compatibility with current existing system is important. As mentioned in previous answer, the NVR spec is not clear but we want to be able to see existing and new system cameras in one system. (and those are will be in one physical and logical network).

Question 8:

- Rfp is a lil confusing.. do we email and reg mail our bid? Or can we just email?

Answer:

- If you're emailing, no need to mail. Please let me know if you're mailing.

Question 9:

- The one thing I wasn't clear on was the PA system and if you want to speaker/bell in every classroom?

Answer:

- Yes, speaker bell system is required in every classroom. I updated the description above. Since the new building is drop ceiling, we want ceiling speakers and in old building no drop ceiling, so we need wall mounted speakers. And two outside speaker horns for lunch area.

Question 10:

- What are the technical requirements, quantity, and functionality needed for the bell system?
- Does the bell system require 2 way paging or no paging ?
- Do you have a preference on the manufacturer for the bell system?
- Do we have to bid this project in full or can we bid the project partially since there are no specifications for the paging system?
- Is cabling required for the bell system?
- Are you looking for the Bell System or paging system?
- Will paging system be included? if yes, will that be 1-way paging or 2-way paging?
- Do you have technical specifications?
- For Cabling - Are you looking for raiser rated cable or plenum cable?

- For Fiber Optics Cabling - Are you looking for multi-mode fiber optics cable or single-mode fiber optics cable?

Answer:

- Bell system is pretty much straightforward, total of. 2 zones for old and new sites. One way paging system (i.e. no need for two way paging system). It should be compatible with our current phone system – 3CX. And finally, details are added above and I encourage going through the QA section.
- One way paging, including paging from the phone system
- No preference
- You can bid fully or partially. Separate quotes for options are also great. i.e. same bidder but let's say two options for the bell/pa system. Example: Bogen on one quote and some other option on other one.
- Cabling required for the bell system and should be included in the bid
- Both bell and paging system
- Same question as above and same answer. 1 way paging system
- No technical specs just the description of what we need is specified above.
- Please bid both options on separate quotes. Riser and Plenum. We will go with one.
- Same. Please bid both options on separate quotes. Multi and single mode. We will go with one option.

Question 11:

- Is this a pre-vailing wage project?

Answer:

- No, pricing should include for the whole project and should remain the same.

Question 12:

I just need to know what type of camera they need.

Answer:

Type of camera: PoE

Question 13:

1. Is your total count 110 CAT6 Cables? Or is this count to accommodate 10- 15 drops with 4 cables per station? Just want to capture total individual cables per station.
2. Is this price per foot plus the terminations and do we include all hardware required in this cost?
3. Does this price include cabling, Mounting and Camera device?
4. Do we provide cabinet as specified in your specs?
5. Do we include faceplate? If so do we need to provide small HDMI patch cords from Device to faceplates?

Answer:

- The drops are updated above. There is a possibility of adding or removing 15-20 drops, but pricing per drop is important.
- It's just the distance is provided between MDF and IDF so that vendors could buy fiber optics cable accordingly.
- Cabling for cameras is included in Item 1. But yes mounting, configuration and etc. should be included.
- Yes, we need cabinets for the MDF to host our cables and necessary cable organizers. Updated items for open and lockable rack for those.
- Yes, faceplates and male to female adapter should be included in pricing and SOW. The smaller HDMI cable from wall to device is not important as we can buy ourselves later. Update: Interactive displays, mounts and mounting service included as additional items

EVALUATION MATRIX

MSA-1 Construction IT Infrastructure

Cabling, cabinets, security cameras, and intrustion system

	ION	Digital Synergy	Sky Technology	XACT	FTSI	Network Solutions	Network Solutions
Total price (40%)	43.417.27	60.940.60	$40,772.33	$122,924.00	$75,371.21	$150000+	$80000+
	Note. Lacks details on certain items like cabling per drop wasn't included in the pricing quotes.	All the items included in the bid with descriptions and clear	Only cabling with materials inlcuded in the bidding. Less vendors to cover more items on the project will make it easier to manage the project especially with only 2 week window provided.	All the items included in the bid.	All the items included in the bid with descriptions and very clear	All the items included in the bid with descriptions and very clear	All the items included in the bid with descriptions and very clear
Functionality/specification of items(30%)							
Vendor Qualifications(20%)	Well Qualified	Well Qualified	Well Qualified	Well Qualified	Well Qualified	Well Qualified	Well Qualified
Terms and Conditions(10%)	Good	Good	Good	Good	Good	Good	Good

Evaluation

Pricing including tax (Max 40 points)	40	36	40	30	33	25	32
Functionality/specification of items (Max 30 points)	20	30	23	30	30	30	30
Vendor Qualifications (Max 20 points)	20	20	20	20	20	20	20
Terms and Conditions (Max 10 points)	10	10	10	10	10	10	10
	90	**96**	**93**	**90**	**93**	**85**	**92**

The Winning bid is Digital Synergy

65' Viewsonic Screens and mounts

	California Western Visuals	Staples	ION	Digital Synergy	XACT	FTSI	Network Solutions
Total price for the screens mounts, and cables(40%)	55.190.50	$51,298.62	$62.32	$72.24	$82,000.00	$74,413.28	$101,507.85
	All the items included in the bid with descriptions and clear	The mount is not what school wanted - i.e. Hovermount	All the items included in the bid with descriptions and clear	All the items included in the bid with descriptions and clear	All the items included in the bid.	All the items included in the bid with descriptions and very clear	All the items included in the bid with descriptions and very clear
Functionality/specification of items(30%)							
Vendor Qualifications(20%)	Well Qualified	Well Qualified	Well Qualified	Well Qualified	Well Qualified	Well Qualified	Well Qualified
Terms and Conditions(10%)	Good	Good	Good	Good	Good	Good	Good

Evaluation

Pricing including tax (Max 40 points)	38	40	35	30	20	24	15
Functionality/specification of items (Max 30 points)	30	25	30	30	30	30	30
Vendor Qualifications (Max 20 points)	20	20	20	20	20	20	20
Terms and Conditions (Max 10 points)	10	10	10	10	10	10	10
	98	**95**	**95**	**90**	**80**	**84**	**75**

The Winning bid is California Western Visuals

RECEIVED BIDS

MAGNOLIA PUBLIC SCHOOLS

ATTN: Rasul Monoshev

MSA 1 Cabling Project

We appreciate the opportunity to bid on your project.

SPIN # 143036385 – Digital Synergy Consulting, Inc.
FRN # 0024370165
DIR # 1000012855
CSLB C10 License # 1011924
CA Business License Entity #: C2824489
CA Small Business Certification ID: 1757859
LA County Small Business Certification #: 1757859
City of Los Angeles Small Business Certification # SLB – 3155

Bidding Company:

Digital Synergy Consulting, Inc.
15021 Ventura Blvd #501
Sherman Oaks, CA 91403

Contact:

Ken Hagopian
818.647.9900 x210
ken@dsc.la

Capabilities Statement:

Digital Synergy is an IT consulting company located in Los Angeles, CA. We have implemented a number of high-density multi-building and multi-floor networks for both educational institutions and other enterprises. We have the experience to put in networks that work, and the tools to validate the design. We are HP, Brocade, Cisco, Meraki, Aruba and Ruckus partners.

We have spearheaded 1 to 1 initiatives for schools, and assist them in the design of their networks, wireless infrastructure, servers, and google apps.

We have been providing network services since 2006

Project Scope and assumptions:

Project RFP Response is separated in multiple sections. Anything on this quote can be changed. We are happy to work with the school to find a solution that fits within a budget that is affordable. We also offer leasing options for any or part of this project.

We have also included some alternative options for the ViewSonic Interactive flat panel displays.

Quote #1 Cabling & Cameras:

- CAT6 Cabling as requested. Quantities can be increased at the existing unit price
- Fiber Cabling
- Racks as requested
- 5 Megapixel vandal proof Cameras
- 32 Channel NVR with 12 TB of storage. This NVR will support other brand cameras. We would need to see if they existing cameras can be attached to this unit.

Digital Synergy Consulting Inc.
Quote

From:

Ken Hagopian
Digital Synergy Consulting Inc.
15021 Ventura Blvd. #501
Sherman Oaks, CA 91403

(818) 647-9900
Ken@DigitalSynergyIT.com

Prepared for:

Rasul Monoshev
Magnolia Public Schools
18238 Sherman Way
Reseda, CA 91335
United States

rmonoshev@magnoliapublicschools.org

Quantity	Description	Unit Price	Ext. Price
1.00	Note: MSA 1 Cabling	$0.00	$0.00
220.00	Cabling CAT6 Non-Plenum, basic drops assumptions: existing pathways, no conduit runs required or room in existing conduits, no surface raceway required. Per drop cost	$150.00	$33,000.00
1.00	Cabling between new and old buildings: 6 Strand 50/125 Multimode OM3 Indoor/Outdoor Fiber Optic Cable - terminated with LC connectors	$1,250.00	$1,250.00
1.00	Fiber cabling between floors: 12 Strand 50/125 Multimode OM3 Indoor/Outdoor Plenum Fiber Optic Cable - Black terminated with LC connectors	$975.00	$975.00
3.00	1U Rackmount Fiber Tray	$150.00	$450.00
4.00	6 Port (12F) Loaded LC Adapter Panel	$50.00	$200.00
10.00	Cat 6 panel 24 Port Patch panel	$95.00	$950.00
20.00	Security Cameras: HIKVISION 2.8MM 5 MEGAPIXEL ULTRA-LOW LIGHT NETWORK DOME CAMERA.	$198.00	$3,960.00
1.00	32CH NVR with 12 TB Storage 32-Channel up to 12MP HDMI 4-SATA interfaces 2 - 6TB hard drives Installed	$1,450.00	$1,450.00
20.00	Cabling for Cameras	$150.00	$3,000.00
1.00	Camera Install, Setup, Configuration, Mounting	$1,500.00	$1,500.00
1.00	Middle Atlantic BGR-SA SERIES RACK, 38 RU, 32"D- 32" D X 70 5/8" H. Usable Depth: 29.4 Usable Height: 66.625 Panel Width: 19. With VENTED FRONT DOOR, 38 RU BGR RACKS	$1,500.00	$1,500.00
1.00	Open Rack for MDF	$450.00	$450.00
1.00	MMR SERIES RACK, 18 RU, 24" D X 36.35" H with Essex 18 RU plexi front/rear door	$818.00	$818.00
1.00	Ladder rack for MDF	$475.00	$475.00
24.00	HDMI Cable, 25 Feet	$15.00	$360.00
40.00	Patch Cable CAT6 7 Ft.	$5.00	$200.00
1.00	Mounting of all Racks, ladder rack, misc hardware installation	$1,500.00	$1,500.00
		Subtotal:	**$52,038.00**
		Sales Tax:	**$1,010.45**
		Total:	**$53,048.45**

Thank you, We appreciate the opportunity to quote your business.
http://www.dsc.la

Signature:_____ Date: _____

Quote #2 Bell & Paging System:

- All devices are POE and do not require additional power outlets
- All devices are cabled onto the network and are not wireless
- 22 Ceiling speakers with support brackets for additional safety.
- 23 Wall mount speakers
- 2 Outdoor Horn speakers
- Bell schedule system and Paging adapter
- The system can create multiple paging zones to accommodate paging the entire school or just 1 building at a time
- Compatible with the schools existing 3cx system. Each device is registered on the phone system as a SIP device
- We will assist the school with configuration of the bell and paging system.

Digital Synergy Consulting Inc.
Quote

From:

Ken Hagopian
Digital Synergy Consulting Inc.
15021 Ventura Blvd. #501
Sherman Oaks, CA 91403

(818) 647-9900
Ken@DigitalSynergyIT.com

Prepared for:

Rasul Monoshev
Magnolia Public Schools
18238 Sherman Way
Reseda, CA 91335
United States

rmonoshev@magnoliapublicschools.org

Quantity	Description	Unit Price	Ext. Price
1.00	Note: MSA 1 Paging System & Bell System	$0.00	$0.00
22.00	Ceiling Speaker: Algo 8188 SIP compliant IP ceiling speaker for voice paging, emergency notification, and background music. Wideband G.722 codec support provides optimum speech clarity in a HD voice environment. The integrated microphone enables talkback. The speaker is PoE and does not require an additional amplifier.	$325.00	$7,150.00
22.00	8188TBR T-Bar Support Bracket transfers the weight of the 8188 SIP Ceiling Speaker onto the T-Bar rails that hold up the ceiling tiles. This additional security is recommended in earthquake prone areas and to reduce chance of accidents as the ceiling tiles age and degrade due to moisture.	$55.00	$1,210.00
23.00	Wall Mount Speaker: IP speaker/amplifier for voice paging, loud ringing, and notification. PoE endpoint, allowing dual SIP registrations (Ring & Page). Supports talk back and simultaneous multicasting. Integrated Relay and Audio Output for interfacing analog accessories. The speaker is PoE and does not require an additional amplifier.	$250.00	$5,750.00
2.00	Outdoor Horn Speaker: Weatherproof SIP compliant IP horn speaker for voice paging, loud ringing, and emergency/safety/security notification and alerting. The speaker is PoE and does not require an additional amplifier.	$350.00	$700.00
1.00	The 8301 is a PoE IP Paging Adapter for integrating existing and traditional paging solutions into a VoIP environment. The 8301 also includes a scheduler for automated and precise play of WAV files suitable for school bells and public announcements. 50 Page Extensions 10 Alerting Extensions	$350.00	$350.00
47.00	Mounting for Speakers	$85.00	$3,995.00
47.00	Cabling for Speakers Non-Plenum, basic drops assumptions: existing pathways, no conduit runs required or room in existing conduits, no surface raceway required. Per drop cost	$150.00	$7,050.00
2.00	Cat 6 panel 24 Port Patch panel	$95.00	$190.00
94.00	Patch Cable CAT6 7 Ft.	$5.00	$470.00
1.00	Installation and configuration of paging system. Setup paging zones, assist in configuring sip registration on phone system. Testing and training.	$4,250.00	$4,250.00
		Subtotal:	**$31,115.00**
		Sales Tax:	**$1,226.05**
		Total:	**$32,341.05**

Thank you, We appreciate the opportunity to quote your business.
http://www.dsc.la

Signature:_____ Date: _____

Quote Set #3 Wi-Fi Clocks:

- Clocks are battery powered but check in for time via Wi-Fi
- No wireless broadcasting equipment or FCC registration needed
- No concern about range from the wireless transmitter to the clocks
- No additional equipment to maintain for the clocks
- Battery Life Expectancy - 3 Years

Digital Synergy Consulting Inc.
Quote

From:

Ken Hagopian
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15021 Ventura Blvd. #501
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Ken@DigitalSynergyIT.com

Prepared for:

Rasul Monoshev
Magnolia Public Schools
18238 Sherman Way
Reseda, CA 91335
United States

rmonoshev@magnoliapublicschools.org

Quantity	Description	Unit Price	Ext. Price
1.00	Note: MSA 1 Wi-Fi Clocks	$0.00	$0.00
45.00	Wi-Fi Clock 13" No FCC registration required, No expensive transmitter, connects to Wi-Fi System, 4D batteries required. Battery Life Expectancy - 3 Years	$160.00	$7,200.00
1.00	Software CD for WIFI / POE Clocks	$150.00	$150.00
180.00	D Cell Batteries	$1.50	$270.00
45.00	Mounting, Installation and configuration of Clocks	$20.00	$900.00
1.00	Shipping	$350.00	$350.00
		Subtotal:	**$8,870.00**
		Sales Tax:	**$590.55**
		Total:	**$9,460.55**

Thank you, We appreciate the opportunity to quote your business.
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Signature:_____ Date: _____

Quote Set #4 Interactive Displays:

- We have quoted both ViewSonic models as requested by the school
- We have quoted the mounts requested by the school
- The larger ViewSonic model is slightly over the weight limit of the mounts

- As an alternative we have also quoted the top of the line Epson Interactive projector:
    - Significantly less costly than the ViewSonic panels
    - https://epson.com/For-Work/Projectors/Interactive/BrightLink-695Wi-WXGA-3LCD-Ultra-Short-throw-Interactive-Display/p/V11H740522
    - https://www.youtube.com/watch?v=ZvVGnxqkRzY

Digital Synergy Consulting Inc.
Quote

From:

Ken Hagopian
Digital Synergy Consulting Inc.
15021 Ventura Blvd. #501
Sherman Oaks, CA 91403

(818) 647-9900
Ken@DigitalSynergyIT.com

Prepared for:

Rasul Monoshev
Magnolia Public Schools
18238 Sherman Way
Reseda, CA 91335
United States

rmonoshev@magnoliapublicschools.org

Quantity	Description	Unit Price	Ext. Price
1.00	Note: MSA 1 Viewsonic IFP7550	$0.00	$0.00
20.00	VIEWSONIC : Advanced 75 inch Ultra HD ViewBoard Interactive Flat Panel IFP7550. Pricing will need to be refreshed on 12/29/18	$3,245.00	$64,900.00
20.00	Track Technology Systems Hovermount Flat Panel Mount, height adjustable up to 125 lbs. **Quoted as requested by school. This panel is slightly heavier than the mounts rating**	$400.00	$8,000.00
1.00	Shipping LTL	$750.00	$750.00
20.00	Mounting of equipment	$165.00	$3,300.00
		Subtotal:	**$76,950.00**
		Sales Tax:	**$5,649.75**
		Total:	**$82,599.75**

Thank you, We appreciate the opportunity to quote your business.
http://www.dsc.la

Signature:_____ Date: _____

Digital Synergy Consulting Inc.
Quote

From:

Ken Hagopian
Digital Synergy Consulting Inc.
15021 Ventura Blvd. #501
Sherman Oaks, CA 91403

(818) 647-9900
Ken@DigitalSynergyIT.com

Prepared for:

Rasul Monoshev
Magnolia Public Schools
18238 Sherman Way
Reseda, CA 91335
United States

rmonoshev@magnoliapublicschools.org

Quantity	Description	Unit Price	Ext. Price
1.00	Note: MSA 1 Viewsonic IFP6560	$0.00	$0.00
20.00	VIEWSONIC : 65inch ViewBoard 4K Interactive Flat Panel with InGlass Technology IFP6560. Pricing will need to be refreshed on 12/29/18	$2,950.00	$59,000.00
20.00	Track Technology Systems Hovermount Flat Panel Mount, height adjustable up to 125 lbs.	$400.00	$8,000.00
1.00	Shipping LTL	$750.00	$750.00
20.00	Mounting of equipment	$165.00	$3,300.00
		Subtotal:	**$71,050.00**
		Sales Tax:	**$5,192.50**
		Total:	**$76,242.50**

Thank you, We appreciate the opportunity to quote your business.
http://www.dsc.la

Signature:_____ Date: _____

Digital Synergy Consulting Inc.
Quote

From:

Ken Hagopian
Digital Synergy Consulting Inc.
15021 Ventura Blvd. #501
Sherman Oaks, CA 91403

(818) 647-9900
Ken@DigitalSynergyIT.com

Prepared for:

Rasul Monoshev
Magnolia Public Schools
18238 Sherman Way
Reseda, CA 91335
United States

rmonoshev@magnoliapublicschools.org

Quantity	Description	Unit Price	Ext. Price
1.00	Note: MSA 1 Epson 695Wi Interactive Display	$0.00	$0.00
20.00	Epson: BrightLink 695Wi WXGA 3LCD Ultra Short-throw Interactive Display. The 695Wi delivers a dynamic, easy-to-read display up to 100". Turn almost any wall or existing whiteboard into an interactive workspace with touch-based interactivity — up to six users at once.	$1,900.00	$38,000.00
20.00	EPSON : Ultra-Short Throw Wall Mount	$109.00	$2,180.00
1.00	Shipping LTL	$650.00	$650.00
20.00	Mounting of equipment	$165.00	$3,300.00
		Subtotal:	**$44,130.00**
		Sales Tax:	**$3,113.95**
		Total:	**$47,243.95**

Thank you, We appreciate the opportunity to quote your business.
http://www.dsc.la

Signature:_____ Date: _____

Quote Set #5 Door intercom system:

- POE Touchscreen entry device with built in camera
- Video from the entry door can be viewed by any web browser
- Video compliant phones will also display the video
- Standard generic SIP device to work with phone system

DIGITAL SYNERGY
INFORMATION TECHNOLOGY
15021 Ventura Blvd. #501 Sherman Oaks, CA 9140

Digital Synergy Consulting Inc.
Quote

From:

Ken Hagopian
Digital Synergy Consulting Inc.
15021 Ventura Blvd. #501
Sherman Oaks, CA 91403

(818) 647-9900
Ken@DigitalSynergyIT.com

Prepared for:

Rasul Monoshev
Magnolia Public Schools
18238 Sherman Way
Reseda, CA 91335
United States

rmonoshev@magnoliapublicschools.org

Quantity	Description	Unit Price	Ext. Price
1.00	Note: MSA 1 Door Intercom	$0.00	$0.00
2.00	IP Video Touch Screen Intercom for Door & Gate Entry. SIP compliant PoE outdoor intercom combining the functionality of an IP phone, security camera and interactive kiosk via a touch screen interface.	$1,850.00	$3,700.00
2.00	IP Door Opening Control and SIP Interface Module	$375.25	$750.50
4.00	Cabling CAT6 Non-Plenum, basic drops assumptions: existing pathways, no conduit runs required or room in existing conduits, no surface raceway required. Per drop cost	$150.00	$600.00
1.00	Setup, installation and configuration. Video viewing can be on any PC or web browser, or some compatible video enabled SIP phones (not included).	$2,500.00	$2,500.00
		Subtotal:	**$7,550.50**
		Sales Tax:	**$344.91**
		Total:	**$7,895.41**

Thank you, We appreciate the opportunity to quote your business.
http://www.dsc.la

Signature:_____ Date: _____

Leasing Examples:

- Rough leasing numbers provided. We can include items not provided from us on the lease as well, dollar amount can be changed as needed:

November 5, 2018

Finance Options for

Customer Name: **Magnolia Science Academy**

Equipment Description: Tech/Furniture/Telecom/Data/Softwware

Transaction Amount: $50,000.00

Vendor Name: Digital Synergy Consulting, Inc.

To apply for credit, please circle the subscription option(s) of most interest to you. Then, complete and submit the application below. Note: payment figures do not include applicable taxes.

Payment Proposal Summary:

No advance payment is required

Standard Term	FMV Monthly Payment	$1 Out Monthly Payment
12	$4,516.00	$4,516.00
24	$1,886.00	$2,326.50
36	$1,379.00	$1,583.00
48	$1,172.00	$1,233.00
60	$1,055.00	$1,024.50

Your End-Of_Lease Options Are:

FMV (Fair Market Value)
1) Purchase the equipment for its Fair Market Value, or
2) Continue to lease the equipment for your regular monthly payment, or
3) Renew the lease for a specified time, or
4) Return the equipment to the Lessor

$1 Out
1) Purchase the equipment for $1.00.

When you choose to lease, there may be no greater advantage than the ability to purchase more equipment and services through a financed structure compared to a cash purchase. This added buying power allows you to get more of the solution you need to meet the goals of your organization. Other benefits include:

Finance the Entire Solution:	**We can finance hardware, software, services, installation, training and more.**
Technology Obsolescence:	**Avoid the full cost of ownership of equipment that becomes obsolete due to technology advances.**
Predictable, Monthly Payments:	**Leasing enables you to pay over time, rather than invest a lump sum up front.**
Tax & Accounting Benefits:	**Payments may be tax deductible. See your tax and accounting advisor to confirm the benefits.**
Easier Budget Forecasting:	**Fixed monthly payments allow to you accurately forecast budgets now and in the future.**

Terms: I) Quote is valid for, and must fund within, 30 days from issuance, II) Quote is good for new equipment only, III) Quote does not include applicable taxes, which may be billed in addition to the monthly payment, IV) All quotes and transactions are subject to CIT Bank, N.A. credit, documentation and equipment configuration review and approval, V) Rates subject to change without notice, VI) Monthly payments may reflect monthly pass through payments for vendor supplied maintenance / service, VII) All transactions are subject to a $75.00 Documentation Fee.

Please contact me should you have any questions about your finance options.

I look forward to working with you and designing a finance solution to fit your needs.

Thank You,

Ryan Kuss
610-202-2548
ryan.kuss@cit.com

November 8, 2018

Finance Options for

Customer Name: **Magnolia Science Academy**

Equipment Description: Tech/Furniture/Telecom/Data/Softwware

Transaction Amount: $100,000.00

Vendor Name: Digital Synergy Consulting, Inc.

To apply for credit, please circle the subscription option(s) of most interest to you. Then, complete and submit the application below. Note: payment figures do not include applicable taxes.

Payment Proposal Summary:

No advance payment is required

Standard Term	FMV Monthly Payment	$1 Out Monthly Payment
12	$8,984.00	$8,984.00
24	$3,745.00	$4,629.00
36	$2,735.00	$3,147.00
48	$2,318.00	$2,447.00
60	$2,085.00	$2,029.00

Your End-Of_Lease Options Are:

FMV (Fair Market Value)
1) Purchase the equipment for its Fair Market Value, or
2) Continue to lease the equipment for your regular monthly payment, or
3) Renew the lease for a specified time, or
4) Return the equipment to the Lessor

$1 Out
1) Purchase the equipment for $1.00.

When you choose to lease, there may be no greater advantage than the ability to purchase more equipment and services through a financed structure compared to a cash purchase. This added buying power allows you to get more of the solution you need to meet the goals of your organization. Other benefits include:

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Predictable, Monthly Payments:	**Leasing enables you to pay over time, rather than invest a lump sum up front.**
Tax & Accounting Benefits:	**Payments may be tax deductible. See your tax and accounting advisor to confirm the benefits.**
Easier Budget Forecasting:	**Fixed monthly payments allow to you accurately forecast budgets now and in the future.**

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Please contact me should you have any questions about your finance options.

I look forward to working with you and designing a finance solution to fit your needs.

Thank You,

Ryan Kuss
610-202-2548
ryan.kuss@cit.com

Similar Project Experience & References:

1. **La Canada Unified School District** – Wireless network upgrade. Replaced existing and added new access points. Certified existing cabling, installed new cabling. Indoor and outdoor access points. Also performed a heatmap to validate wireless network. District wide project
    a. Jamie Lee Lewsadder - Director of IT
    b. (818) 486-8963 - JLewsadder@lcusd.net
2. **Campbell Union School District** – Network upgrade - District wide Cat 6 cabling 12 School sites.
    a. Trevor Walker
    b. (408) 364-4200 x7161 - TWalker@campbellusd.org
3. **City of Inglewood** – City Libraries & Park Wi-Fi: Cabling and certification in all city libraries, installation of Ruckus Access points, HP Switches and SonicWALL firewall devices. Heatmaps, and testing of the entire environment. Park wireless installation.
    a. Chris Eckhard
    b. (310) 412-5534 - cleckhard@cityofinglewood.org
4. **Oak Park Unified School District** – District wide replacement of access points with Ruckus equipment. Assistance in configuration. Project duration Compressed time table 2 weeks.
    a. Enoch Kwok - Director of Technology
    b. (818) 735-3201 - ekwok@opusd.org
5. **Magnolia Science Academy Public Schools** – New school construction. IDF. MDF, cabling, fiber cabling, installed access points, projectors, security cameras, PA system.
    a. Rasul Monoshev IT Director
    b. (714) 892-5066 x102 - rmonoshev@magnoliapublicschools.org
6. **Sherman Indian High School – Bureau of Indian Education** – Campus wide cabling throughout 10 buildings. Network certification, Design and installation of wireless access points throughout the campus, including wireless support for outdoor gather areas. Installation and configuration of HP switches. Wireless heatmap and validation. Project compressed time frame 2 weeks.
    a. Terry Longenecker IT Coordinator or Lorna Hoffs
    b. (951) 276-6325 - Terry.Longenecker@BIE.EDU or Lorna.Hoffs@bie.edu
7. **Multicultural Learning Center**: Multiple Projects over multiple years – cabling site wide, replacing aging equipment with new HP switches, Ruckus wireless controller, and Ruckus access points. Create VLANS, reconfigure network, implement high density campus wide wireless network, test, validate, and train. New building construction.
    a. Saira Salazar-Martinez
    b. (818) 716-5783 ext. 222 - saira@mlccharter.org
8. **The Archer School for Girls**: Multiple projects over multiple years – cabling school wide, replace aging Switches with new switches, wireless controller, and Access points. Create VLANS as required, implement high density campus wide wireless network, test, validate, train. Multiple Project starting from 2009
    a. John Chen - Director of Information Technology
    b. (310) 873-7068 - johnchen@archer.org
9. **MEND (Meet each need with Dignity)**: Multiple projects over many years since 2008. Cabling site wide, replace network switches in multiple locations, implement new firewalls in multiple locations, virtualization of servers, implemented new phone system.
    a. Scott Mikels - Chief Financial Officer
    b. (818) 686-7353 - scott@mendpoverty.org

Digital Synergy will implement a robust, easy to and secure network system.

We look forward to providing your organization excellent service to aid in the stability and growth of your school.

We appreciate the opportunity to bid on your project.

Ken Hagopian

Digitally signed by Ken Hagopian
DN: cn=Ken Hagopian, o=Digital Synergy Consulting, Inc., ou, email=Ken@DSC.LA, c=US
Date: 2018.11.09 11:17:14 -08'00'

Ken Hagopian
CEO
Digital Synergy Consulting, Inc.

DIGITAL SYNERGY
INFORMATION TECHNOLOGY
15021 Ventura Blvd. #501 Sherman Oaks, CA 9140

Quote 423

Joe Sweigart
PO Box 1980
Nipomo, Ca. 93444
513.404.9354
Joseph@calwestvisual.com

EFFECTIVE FROM: November 9, 2018
January 8, 2019

Customer

Julian Lopez
jblopez@magnoliapublicschools.org
Magnolia Science Academy 1
18238 Sherman Way
Reseda, CA. 91335
(818) 609-0507

CA Small Business Cert# 21611

SALESPERSON	JOB	SHIPPING METHOD	SHIPPING TERMS	DELIVERY DATE	DUE DATE
Joe Sweigart	Magnolia Viewsonic	Ground	Ground with liftgate	As scheduled	As scheduled

QTY	ITEM #	DESCRIPTION	UNIT PRICE	LINE TOTAL
20.00	ifp6550	65" Viewsonic Viewboard	2,060.00	$ 41,200.00
20.00	Hovermount	Hovermount Flat Panel Mount, height adjustable	435.00	$ 8,700.00
20.00	Install	Scope to hang Hovermount display and selected	380.00	$ 7,600.00
		Viewsonic display at customer provided height,		
		will not exceed 7ft off ground		
1.00	PD	1 hour of Viewsonic training	Free	$ -
			Tax 9.5%	4,740.50
			Shipping	550.00
				62,790.50

SKY Technology Solutions

www.skytsi.com | 657.230.7020

Proposal for

Magnolia Public Schools

Cabling services at MSA-1

prepared by Sky Technology Solutions, Inc.

SKY Technology Solutions

174 W. Lincoln Ave #519 | Anaheim, CA 92805
Phone: 657-230-7020 | Fax 657-230-7021

Magnolia Public Schools
ATTN: Rasul Monoshev
18238 Sherman Way
Reseda, CA 91335

Re: Cabling Service at MSA-1

Dear Rasul Monoshev,

Sky Technology Solutions, Inc., as an IT service provider, is pleased to submit the following response to **Cabling Service at MSA-1** solicitation. In this proposal, you will find all the relevant information on our company, method of implementation and required checklist. We have read and summarized our understanding of your initiatives in our response to the school RFP.

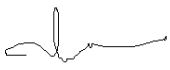
Sky TSI is a turn-key IT professional service company. With over 20 years of combined experience in the IT field, we have proven to uniquely qualify to support the school scope of work. As a bonded and licensed (**C-7 Low Voltage Systems and C-10 Electrical**) by the California State Licensed Board, we proudly meet all the requirements and/or regulations to be recognized. Classified as **Small Business (ID 2003868)** company**,** all of us here at Sky TSI are energetic, creative, embrace technology and certainly want our work to have meaning and purpose. It would be delighted for an opportunity to serve the school cabling project.

10 years of implementation of various Data Center and structured wiring project
Sky TSI's business model focuses on Professionalism, Integrity and Expertise
Excellent Post Implementation Support program well after successful deployment
Excellent references from past and current deployment
Proven record in growth, IT Technical ability and company financial stability

Our team and I look forward to discussing our proposal with you in greater details, as you've had an opportunity to review all of the responses and to begin generating questions.

Thank you again for the opportunity to serve Magnolia Public Schools. We look forward to your positive feedback and a favorable review of our response.

Sincerely,



Nathan Huynh
www.skytsi.com
657.230.7020 (O)

SKY Technology Solutions

174 W. Lincoln Ave #519 | Anaheim, CA 92805
Phone: 657-230-7020 | Fax 657-230-7021

MATERIAL AND SUPPLIES

Our installation will comply with the Department safety requirements, prevailing wages (Davis-Bacon Act), TIA/EIA Standards & NEC Codes, Local and Building Code compliance and the manufacturer's warranty as required. A Project Manager will be assigned to this project until the completion signs off. Moreover, work will be completed on or before the Department require completion date.

MADE IN USA

We buy and deploy only US made product. Here at Sky Technology Solutions Inc. we believe in supporting America and its industry. Not a day goes by that we don't think of and look for ways to buy and deploy American-made product.

Thus far our Made in USA deployment line consists of products that range from Access Control Cable, CAT5E, CAT6 and CAT6A Ethernet Cable, Coaxial Cable, Security Alarm Cable Stranded and Server Racks & Enclosures just to name a few.

Buying and utilization of Made in USA product helps create and maintain jobs while building and sustaining a strong economy. Made in USA products are also a lighter burden on the environment with cost savings on natural resources.

Sky Technology Solutions Inc. support those men & women who proudly work hard every day to manufacture products that we fully 100% delighted to present to our customers need, with the quality we want.
By choosing to buy "Made in USA", we can keep Americans working!

Our turn-key solution deployment highlights

- Sky TSI and Berk-Tek/Leviton partnership to deliver network cable and equipment
- Price includes time and materials needed for a complete run from end-to-end
- Berk-Tek/Leviton to provide 25-year warranty on cable and equipment
- Sky TSI to provide 12 months of workmanship warranty from the date of acceptance
- Sky TSI installers are Certified by the partnership manufacturer
- Estimate timeline – Sky TSI will work with the school on the starting date. We estimate this project would be complete in 5 business days.

Magnolia Public Schools Cabling Quote

Item #	MFTR	Part #	Description	Qty	Unit	Unit cost	Extended cost	**Total amount**
	CABLING							
1	Leviton	LEV61110-RL6	Cat 6 Drop Complete Installation	220	EA	$50.00	$11,000.00	**$11,000.00**
	ClearLink	CL2993	Cat 6 Patch Cable	220	EA	$5.50	$1,210.00	**$1,210.00**
	Leviton	69270-U48	Cat 6 Mod Patch Panel - 48P	5	EA	$54.87	$274.35	**$274.35**
6, 7 and 8	TrippLite	SRW18US	19U Wall mount enclosure MDF	1	EA	$600.00	$600.00	**$600.00**
	TrippLite	SRU08U22MD	19U Open Rack	3	EA	$150.00	$450.00	**$450.00**
	Sky TSI	Backboard	Backboard	3	EA	$45.00	$135.00	**$135.00**
2 and 3	Leviton	49991-LLC	Fiber Optic Connector	24	EA	$10.00	$240.00	**$240.00**
	Berk-Tek	PDR012FB3010/F5	Fiber Optic Cable - OM4	200	FT	$2.00	$400.00	**$400.00**
	Leviton	5R1UM-S03	Fiber Optic Patch Panel - 1U	3	EA	$350.00	$1,050.00	**$1,050.00**
	Leviton	5F100-2QC	Fiber Adapter	4	EA	$85.00	$340.00	**$340.00**
	CommScope	FEXLCLC42-BX	Fiber Optic Patch Cable - 2M	8	EA	$30.00	$240.00	**$240.00**
9	Sky TSI	72145	25' HDMI Cable	24	EA	$35.00	$840.00	**$840.00**

Total Labor	$22,273.10
Total Material	$16,779.35
Tax	$1,300.40
Shipping	$419.48
Grand Total	**$40,772.33**

- Confidential -
Sky TSI

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COMPANY INFORMATION

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COMPANY INFORMATION

Name	**Sky Technology Solutions, Inc.**
Federal Tax ID	81-2256030
Dun & Bradstreet #	042850769
SPIN #	143049561
FCC FRN #	0025856980
Arizona Contractor License #	CR-67 Low Voltage Systems 316565 CR-11 Electrical 317447
California Contractor License #	C-7 Low Voltage Systems 1021572 C-10 Electrical 1021572
PWC Registration #	1000045150

EXECUTIVE SUMMARY: Sky TSI has been established as a turn-key IT E-Rate service provider in California. We provide complete end-to-end IT services, from initial assessment and design, to project management and implementation, and finally through post completion support. Sky TSI is a company committed to designing, implementing and supporting cost-effective technological solutions for your district. With over 20 years of combined experience in the IT field, we have proven to uniquely qualify to implement enterprise network/system. Our core business as a service provider is based strictly on the accomplishment of the awarded E-Rate projects with K-12 public schools, public libraries, and the consortiums. We are intimately familiar with any rules or regulations essential to the E-Rate program. As a service provider, we are dedicated to ensuring your school receives the highest return on your technology investment.

BUSINESS SERVICES

IT Network/System Engineering
Telecommunication services

Infrastructure design and deployment
Structured Network Cabling

Sky Technology Solutions, Inc. SLED division focuses on E-Rate project implementation. Our solutions have always been gear toward the student and the teacher: Stability and Speed. Our experience came from working with similar entities such as <school>, thus, understanding and accommodating the school needs are the reasons that set us apart from other service providers. For E-Rate and school objective, we realize cost is a major factor in winning or losing a project. Our Account Executives work tirelessly with all of the major IT manufacturers to compete for the lowest price possible.

COMPANY BACKGROUND: Formed by a group of **Millennials**, Sky Technology Solutions is an employee-owned company. Back in 2011 all of us used to work in a corporate environment where we either managed entire IT infrastructure, a facility and an entrepreneur. Having the education and deep experience in all phases of IT we decided to form Sky Technology Solutions Incorporated. All of us grew up in the technology age; thus we do know the *SKY* is the limit. Our proposals and designs are based on one thing in mind: **EXECUTION**. Because of our acceptance to change, we are constantly challenged to find new solutions to our client needs. Innovation together with team work, our clients extremely enjoy

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the openness and fresh thinking of our approach. *Sky Technology Solutions Inc. is a young, well-educated, skilled in technology, energetic and innovative company.*

BUSINESS FINANCIAL STABILITY: Classified as a Small Business Enterprise, Sky Technology Solutions Inc. has numerous advantages over many large IT solutions corporation. Our business is so lean in overhead in that we are able to compete with national IT solutions providers as well as maintaining a consistent positive cash flow to our dedicated employee-owners. Year over year, Sky TSI has grown steadily by recruiting Project Managers, IT Engineers, and Structured Cabling Engineers. When awarded a contract, we are readily available to purchase all necessary tools, equipment and materials for the project and absorb any upfront cost prior to the project start date. Invoices are to generate after the completion of the project, via either BEAR or SPI method or at the discretion of the district. Sky TSI does not have any pending legal litigation, planned office closures, impending merger or bankruptcy. Confidential Income Statement and Balance Sheet are readily available upon request.

EXPERIENCE AND QUALIFICATION

Sky TSI owners are highly skilled, qualified and experienced professionals who can provide expert solutions and solve the most difficult IT problems. ***We do not have employees; we only have dedicated shared owners with exceptional IT skills.*** Professional who joins Sky TSI is to be considered part of the family and as a result, each individual brings a can-do attitude, enthusiasm and a wide range of technical expertise that will meet our client's needs.

To deliver the technology, we partnered with many of the IT enterprise-class manufacturers. To us, all of the school districts, regardless of size, are ENTERPRISE class facility. When asking for recommendation on RFP with "No Reference" manufacturer, we always choose the most high-value cost effective solution. Even though non-enterprise manufactures, such as Netgear and D-Link, are functional, they are designed for consumer class of service.

PARTNERSHIP

Cisco	***Cisco Meraki***	***Berk-Tek Leviton***
Brocade	***Ortronics***	***Ruckus Wireless***
Aruba Wireless	***Aerohive Wireless***	***HPE***
APC	***Primus Cable***	***Adtran***
Palo Alto Networks	***Tripp-Lite***	***Belden/Mohawk***

By partnering with the above manufacturers, we gain invaluable training resources to continue to stay ahead of the latest technology and competitive edge over our competitors. Our core business is to provide smart technology solutions and obligated to our client's network/system infrastructure, therefore; we are constantly upgrading our skillset, follow industry trending and adhere to new regulations to meet our client's agreement.

Sky TSI complies with all the public works regulatory: prevailing wages, state bond, FCC green status, certified payroll, worker's compensation insurance, CMAS contract and others requirement for K-12 school districts and state/local agencies.

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STRUCTURED CABLING EXECUTION PLAN

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STRUCTURED CABLING EXECUTION PLAN

Almost 50% of our professional services come from the deployment of structured cabling. Our technicians are trained installer for Berk-Tek, Belden/Mohawk and Ortronics Superior Essex. Sky TSI team is authorized to performed the design, installation and maintenance, in accordance with recognized TIA/EIA, ANSI/UL, and ISO/IEC industry standard. In addition to being certified by the above companies, Sky TSI is also licensed by the State of California to perform Low Voltage System installation with a C-7 license.

SPECIALTIES

IT Infrastructure - EIA/TIA Standards-based Cabling Systems
Copper and Fiber Premises Cabling
Backbone and Outside Plant Cabling
Horizontal cable plant design, Voice and Data · Bonding and Grounding ·
Construction of conduit EMT, Raceway and Pathway

SCOPE OF WORK

An on-site pre-survey visit to be performed with the service provider and a designated Customer representative. This is typically <school> IT Manager and/or Project Manager, etc. Sky TSI will notify <school> representative of any issues that may hinder survey activities. Sky TSI's PM and Customer representative to discuss and confirm:

- ☐ Project schedule and set milestone
- ☐ Physical access
- ☐ Allowable working hour
- ☐ Staging of structured cabling equipment
- ☐ Gather and confirm actual location of the drops

This is where the rubber meets the road. Sky TSI engineer will carry on the actual deployment of the device or services. Each activity is described in further detail below.

Each step is to be recorded on the implementation record.

SKY TSI'S SITE SURVEY IN DETAIL

Site survey – Three steps process for every cabling project: 1. Gathering information 2. Performing the survey 3. Evaluating the findings. The information gathering phase includes obtaining a full and complete set of all documentation for the project including the project drawings and specifications. The site survey is an important opportunity to match the information on the blueprints with the real world, so it should be a thorough evaluation of the job site, not just a walk through

1. Project drawings and specification – verify with the facility manager for accurate building drawing
2. Installation drawings – Identification of Equipment room, Telecom Room, Telecom Pathways, Work Area Outlets
3. Major materials – Cable type, Conduit, Sleeves, Slots, Support, type of wall construction and frame

STRUCTURED CABLING DESIGN

After the site survey and/or site walk, our technicians plan and design a cable plant management system that will allow businesses to **cost effectively** plan, install, and manage the complex cable and fiber infrastructure required by today's networks. At Sky TSI we understand the high cost of physical plant change and implementation, and the

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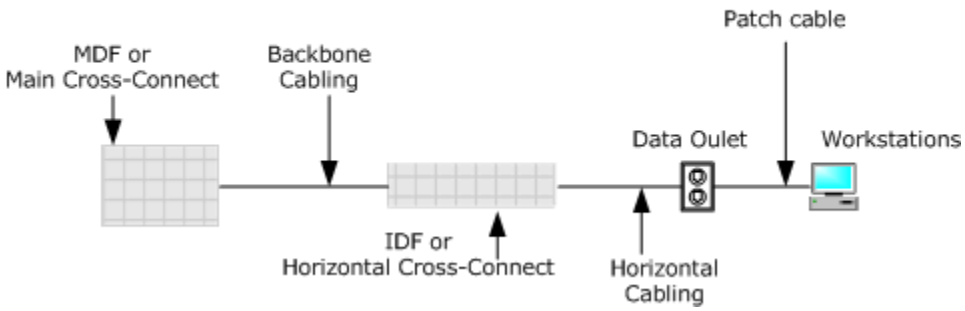
challenges of effectively maintaining that physical plant for an increasingly mobile work force. Employee moves, additions, and drops can also be managed through this solution. Our structured engineer's broad experience in cable and fiber plant design and implementation can assist businesses in deciding the best investment of scarce IT resources into new infrastructures. Designs are consistent with today's business needs, characteristics, and requirements. Along with the information transfer needs of organizations, the solution incorporates planning, required facility modifications, installation planning and implementation, start-up and check out, testing and certifications, and on-site support services.

Figure A



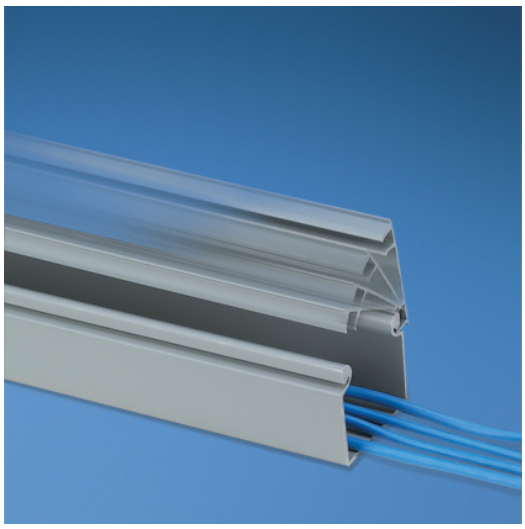
Use Structured Cable Implementation to:

- Ensure manageability, operability, and infrastructure requirements are part of the planning, development, and deployment of the project plans
- Improve overall IT availability, performance, and quality-of-service levels by aligning development and deployment of new applications or equipment with operational requirements.

CABLE PLAN MANAGEMENT

Cable plant management is the design, documentation, and management of the lowest layer of the OSI network model-the physical layer. The physical layer is the foundation of any network whether it is data, voice, video or alarms, and defines the physical media upon which signals or data is transmitted through the network.

Approximately 70% of your network is composed of passive devices such as cables, cross-connect blocks and patch panels. Documenting these network components is critical to keeping a network finely tuned. The physical medium can be copper cable (e.g., cat 5), coaxial cable, optical fiber (e.g., single or multimode), wireless or satellite. The physical layer defines the specifics of implementing a particular transmission medium. It defines the type of cable, frequency, terminations, etc. The physical layer is relatively static. Most change in the network occurs at the higher levels in the OSI model.



Key components of the cable plant include the entrance facility, equipment room, backbone cable, backbone pathway, telecommunication room, and horizontal distribution system. We can show you how to develop an online inventory and management system that will let you take control of these critical infrastructure resources.

STANDARDS AND REGULATIONS

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Sky TSI adheres to the following regulations and standards on all structured cabling work:

- ✓ Federal Regulations
- ✓ NEC Chapter 8 Communication Systems and Article 250 Grounding
- ✓ NFPA 70 National Electric Code

State of California Regulations

- ✓ Occupation Safety and Health Act (OSHA)
- ✓ Title 24, Building Standards, State of California
- ✓ Title 19, California Code of Regulations
- ✓ Title 8, Electrical Safety, State of California DIR Standards
- ✓ ANSI C2-2001 National Electrical Safety Code
- ✓ ANSIC80.3 Specification for Zinc-Coated Electrical Metallic Tubing
- ✓ ANSI/UL 797 Electrical Metallic Tubing
- ✓ ANSI/CEA S-83-596-2001 – Fiber Optic Premises Distribution Cable Technical Requirements

Industry Standards

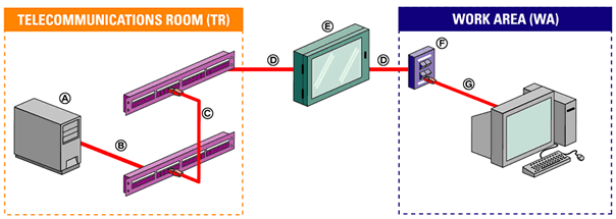
- ✓ TIA/EIA-568-C Commercial Building Telecommunications Cabling Standard
- ✓ TIA/EIA-568-C.1 General Requirements
- ✓ TIA/EIA-568-C.2 Balanced Twisted Pair Cabling Components Standard
- ✓ TIA/EIA-568-C.3 Optical Fiber Cabling Components Standard
- ✓ TIA/EIA-569-A Commercial Building Standard for Telecom Pathways and Spaces
- ✓ TIA/EIA-607 Commercial Building Grounding/Bonding
- ✓ National Electrical Manufactures Association (NEMA)
- ✓ ISO/IEC ISO 11801 Generic Cabling for Customer Premises
- ✓ Building Industry Consulting Services International (BICSI) Telecommunications

MATERIAL TO BE USED

Sky TSI structured cabling products to be used are all certified by the manufacturer. We proudly only use network cables and jacks that are manufactured in the USA. Our main suppliers are Belden/Mohawk and Berk-Tek/Leviton. A summary of the equipment, in general, is listed below:

- ✓ Work area shall consist of Patch cord, Modular Inserts and Jacks, Faceplates
- ✓ Patch cord
  - All category 6e channel patch cords shall be constructed with a snagless boot, made of molded PVC.
  - All category 6e channel patch cords shall be constructed with category 6e patch cable 24 AWG, 7/32 tinned copper stranded patch cable, insulated with polyolefin and paired, jacketed with PVC, ETL verified for ISO 11801, (UL) NEC type CMR, 75 C, Article 800 CSA Type CMG.
  - Category 6e channel patch cords shall be 100% factory tested to pass return loss (RL) and near-end cross talk (NEXT).
  - All category 6e channel patch cords shall be manufactured using a T568-B plug wiring format.

HORIZONAL DISTRIBUTION CABLING



The horizontal distribution cabling system is the portion of the telco cabling system that extends from the Work Area (WA) telcos outlet/connector to the Horizontal Cross Connect (HC) in the telco room (TR). When designing the horizontal distribution system, our team acknowledge the typical wire limitation. During the site visit, we must consider cable type, length, color reference and recommend the placement of the IDF if there's one. Most school administrators do not understand the network signals from the telecommunication room to the work areas and the limitation. Part of the consultation is for us to

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educate our customer above and beyond the plug'n'play. The horizontal distribution system for a typical school consists of:

- ✓ Cabling Support System - J-hooks
  - Support all horizontal cabling every 48 inches
  - Cable supports shall have flared edges to prevent damage while installing cables
  - Cable supports shall provide a bearing surface of sufficient width to comply with required bend radii of high-performance cables: cULus Listed.
  - Fastener to be installed with one continuous cable support, factory or job site assembled.
- ✓ Copper Station Cable - Category 6 Copper Unshielded Twisted Pair (UTP) Cable
  - U.S. made by Belden/Mohawk and Berk-Tek/Leviton
  - The cable shall consist of four unshielded twisted pairs of thermoplastic insulated bare copper enclosed in a thermoplastic jacket
  - Cable shall be proven to support Gigabit Ethernet / 1000BASE-T / IEEE 802.3ab, ATM up to 155 Mbps, IEEE 802.3af Power Over Ethernet for VoIP
  - Cable shall have been certified with the UL 1666 Vertical Tray Flame Test.
  - Cable shall be available in a Plenum, Riser and Indoor/Outdoor rated jackets.

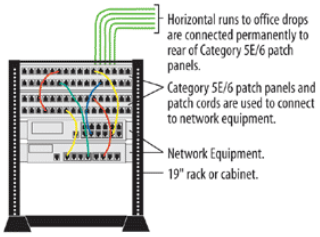
BACKBONE CABLING

The backbone cabling system is the portion of the telecommunications cabling system that extends from the Main Cross Connect (MC) to each Horizontal Cross Connect (HC). Our structured engineers are trained on two types of connection: Fiber and Copper.

- ✓ Fiber Optic Backbone Cabling
  - Cable shall be UL/cUL OFNR/OFN FTA rated and be flame resistant in accordance with the UL 1666.
  - Cable shall be an outside plant (OSP) rated jacket
  - Cable will be fully water blocked combining overall water blocking tape and a moisture blocking gel for each individual tube.
  - Fiber Cable Crush Resistance (EIA-455-41) = 2000 N/cm
  - Fiber Cable Impact Resistance (EIA-455-25) = 2000 Impacts w/1.6 N-m
  - Cable shall be constructed of 9µ/125 multi-mode capable of:
  - 1 Gigabit Ethernet Link at 1000m/600m (@850nm/1310nm)
  - 10 Gigabit Ethernet Link at 300m/300m (@850nm/1310nm)
- ✓ Copper Backbone Cabling

  Please above "Horizontal Distribution Cabling" Copper Station Cable

TELECOMMUNICATION ROOM



The Telecommunications Room (TR) includes those products that terminate horizontal and backbone cabling sub-systems and connect them to the network equipment. This is where our engineer shines. Our goal is to dress the telco room as neat and organize as much as we possibly can. Majority of the time the IT staff work closely with the equipment; we want them to easily identify any newly cable Sky TSI installed. The equipment we install includes:

- Copper Patch cords
- Connect patch panel to network switch
- All patch cords will be three (3) feet in length
- Manufacture: Belden/Mohawk or Berk-Tek
- Color: Data = Blue, Voice = Red (upon approval of district)

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- Fiber Optic Patch Cords
  - Connect fiber optic patch panel to network switch SFP+
  - Patch cords shall be Duplex LC to LC Single Mode fiber patch cords
  - All patch cords shall be factory polished and 100% optically tested for superior performance
  - Cables shall have a mated pair MM insertion loss of less than 0.60 dB (0.25 dB typical)
  - All optical, mechanical and environmental performance shall meet and/or exceed the TIA/EIA 568-C.3 specifications.
  - Fiber patch cords will be one (1) meter long

- Horizontal Cabling Termination Equipment – Cat 6 Patch Panels
  - Panels shall be made of black anodized aluminum in 24 and 48 port configurations.
  - Panels shall have optional rear cable support bar for strain relief. Cable support bar shall attach to the rear of the patch panel itself without the use of additional fasteners or screws.
  - Panels shall have self-adhesive, clear label holders and white designation labels provided with the panel for each row of 24 ports.
  - Panels shall be ANSI/TIA/EIA-568-C.1 and ISO/IEC 11801 category 6/6A compliant.
  - Panels shall be UL Listed 1863 and CSA certified
  - Panels shall be made by and ISO 9002 certified manufacturer.
  - Manufacture: Belden/Mohawk or Berk-Tek
  - Fiber Termination Panels:
    - Panels shall be one (1), two (2) or four (4) rack spaces, accepting up to twelve (12) adapter panels
    - Adapter panels shall be available with LC single-mode adapters. Adapter shall have a zirconia alignment sleeve.
    - Panels shall be constructed of cold rolled 16 ga. steel with a black powder paint finishes and provide for fully enclosed fiber patching and termination.
    - Panels shall have a removable smoked Plexiglas front cover with optional lock kit.
- Enclosed Wall Mount Cabinet – Sky TSI standard deployment
  - The cabinet shall have a swing-out cabinet body allowing for easy access to the rear of installed equipment
  - Certifications: EIA-310-D, UL Listed, NWIN with UL60950
  - Vertical Cable Management: Cabling lacing points on the side of equipment mounting rails
  - The cabinet shall be wall mountable, enclosed on all sides, with a lockable front door and swing-out rear access to equipment.

INSTALLATION

Upon verified approval equipment, confirmed scope of work with the district, start and completion date, measurement and final approval from the district, our team is ready to install. From Sky TSI standard of deployment, each area has a specific guideline.

- ✓ Work Area Outlets Installation
  - No more than 12” of cable shall be stored in an outlet box, modular furniture raceway, or insulated walls
  - Bend radius of the cable in the termination area shall not be less than 4 times the outside diameter of the cable
  - All UTP cables shall have no more than 12.7mm (½ inch) of pair untwisted at the termination point.
  - Data jacks, unless otherwise noted in drawings, shall be located in the top position(s) of each faceplate. Data jacks in horizontally oriented faceplates shall occupy the left-most position(s).

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- Voice jacks, unless otherwise noted in drawings, shall occupy the next position(s) below the data on the faceplate. Voice jacks in horizontally oriented faceplates shall occupy the position left of the data jack.
- All faceplates installed shall be level.
- All outlets will be labeled according to the approved labeling scheme.
- Each faceplate shall be machine labeled. The labeling shall be placed on the faceplate so that the individual jack can be clearly identified by its associated label.
- Sky TSI will verify the label type and scheme before installation.

✓ Horizontal Distribution Cable Installation
- Cable shall be installed in accordance with manufacturer's recommendations
- Cable raceways shall not be filled greater than the TIA/EIA-56A9-A maximum fill
- Cables shall be installed in continuous lengths from origin to destination
- Pulling tension on 4-pair UTP cables shall not exceed 25-lb for a four-pair UTP cable
- J-hooks shall be installed to support all station cables every 4ft to 5ft.
- All pathways shall be run at right angles Horizontal cables shall be bundled in groups of no more than 25 cables per Caddy's CAT21 J-hook and no more than 40 cables per Caddy's CAT32 J-hook
- At no point shall cable(s) rest on acoustic ceiling grids, acoustic panels, or lighting fixtures
- Sky TSI is responsible for sealing around all cables that penetrate fire rated barriers

✓ Horizontal Cross-Connect Installation
- All UTP cables shall have no more than 12.7mm (½ inch) of pair untwist at the termination point
- Each cable shall be clearly labeled on the cable jacket behind the patch panel
- Bend radius of the cable in the termination area shall not exceed 4 times the outside diameter of the cable

✓ Cabinets, Racks, Enclosures Installation
- Wall Mount Racks/Cabinets shall be securely attached to the Telco Backboard using minimum 5/16" hardware
- All Cabinets shall be braced to meet Zone 4 seismic requirements
- All racks shall be grounded to the telecommunications ground bus bar

TESTING & ACCEPTANCE

Our structured engineers shall begin testing upon all cables have been terminated. All cables and termination hardware shall be 100% tested for defects in installation and to verify cabling system performance under installed conditions according to the requirements of ANSI/TIA/EIA-568-A Addendum 5, TSB-67 and TSB-95. All pairs of each installed cable shall be verified prior to system acceptance. Any defect in the cabling system installation including but not limited to cable, connectors, feed through couplers, patch panels, and connector blocks shall be repaired or replaced in order to ensure 100% useable conductors in all cables installed. All cables shall be tested in accordance with this document, the ANSI/TIA/EIA standards, the Manufacturer's Warranty guidelines and best industry practice. If any of these are in conflict, Sky TSI shall bring any discrepancies to the attention of the project team for clarification and resolution.

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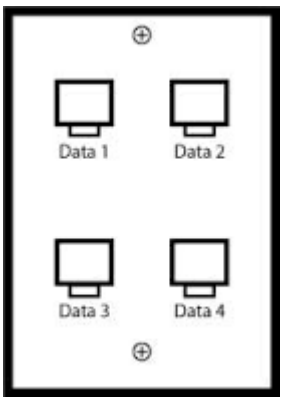
DOCUMENTATION CABLE PLAN



Your network is one of your school's most valuable assets. It's the central nervous system of the school—and it's growing along with your network management problems. Your challenge is to harness the power of exploding technology and make it work for you. Every minute spent tracking data, reconfiguring your cable plant or searching for the source of a problem means loss of time and productivity—and loss of educational value to the students. That's why Sky TSI will document all of your cable/jacks so that the administrator can easily identify corresponding ports in the classroom with the IDF patch panel. Cable plant documentation helps maintain the integrity of the network by tracking the continuity through equipment, patch cords, cross-connects, connectors, cables, and outlets. It encompasses the design and maintenance of the cable plant. Cable plant documentation can be an ally against the ravages of system downtime, giving you the power to configure your cable plant so you have fewer network problems.

INSURANCE & BOND

Before the commencement of the awarded project, Sky TSI shall maintain in a company lawfully authorized to do business in California. As a C-7 license holder in the state of California, we are required to maintain Comprehensive General Liability Insurance at a minimum of $1,000,000 each occurrence and property damage at $200,000 each occurrence. Additionally, Sky TSI will also provide worker's compensation insurance for all of our structured engineer engaged in the project under this contract. Currently, our policy is set at $1,000,000 per accident, which can be increased if required.

When the project is awarded to Sky TSI, we shall apply for and furnish separate payment and performance bonds for the entire project. The bond will cover 100% faithful performance of and payment of all obligations arising under the contract. We see this as an assurance and commitment from us to the district. All bonds will be provided by a corporate surety authorized and admitted to transact business in California.

CLOSE-OUT DOCUMENTATION

Sky TSI shall provide the district a comprehensive list of items that have been tested within the acceptable range. We request the district to inspect and determine whether the work is completed. After the inspection, the district should disclose any items that deemed to be incomplete in accordance with the requirements. We will make all necessary procedures to correct the issues. Upon successful inspection by the district and Notice of Completion is submitted, workmanship warranty shall commence on the date of completion. Sky TSI shall provide two (2) full documentation sets to the district's representative for approval. One (1) to be a hard copy and one (1) to be an electronic copy. Documentation shall include the items detailed in the sub-section below.

- ✓ Printouts generated for each cable by the wire test instrument shall be submitted as part of the documentation package
- ✓ Drawing of conduit routes, utility vault/pull box locations, surface mount enclosure locations, PVC to GRC transition points and the approved labeling identifiers.

SKY Technology Solutions
174 W. Lincoln Ave #519, Anaheim, CA 92805
Phone: 657-230-7020 - Fax 657-230-7021

CUSTOMER ACKNOWLEDGEMENT & VENDOR WARRANTY STATEMENT

The Customer, by signing below, indicates that the **Structured Cabling Execution Plan & Scope of Work** has been read and the terms outlined within have been accepted. This Execution Plan is part of Sky Technology Solutions, Inc. Product and Services Agreement. Pricing for the installation of the products for this Execution Plan is provided in COST PROPOSAL. The Customer also is aware that any delays incurred because of any of the reasons listed in the Customer responsibilities section are considered billable time. Any questions concerning Sky TSI responsibilities and the work to be done should be directed to the Sky TSI representative.

Sky Technology Solutions, Inc. guarantee that the construction work described above has been performed in accordance with, and complies with, the Scope of Work. We agree to repair or replace any or all of the work, together with any other adjacent work which may be required in connection with it, that may prove to be defective in workmanship or material within a period of 12 months from the date of acceptance of the project by Customer and the filing of the final verified report with the School/District, ordinary wear and tear excepted.

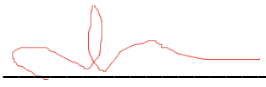
In the event of our failure to comply with these conditions within the applicable time frame as determined by Customer pursuant to the Scope of Work, in no event later than fifteen (15) business days after being notified in writing by Customer, we authorize Customer to proceed to have the defects repaired at our expense, for which we will pay the costs and charges upon demand.

Payment Term:

Non-discount portion is due upon execution of this agreement
Sky TSI to submit “SPI – FCC Form 474” to USAC for the discount portion

Date:_____ Signature :_____

Company:_____ Print Name & Title:_____

Date: 11/1/2018 Signature:_____ 

Service Provider: Sky Technology Solutions Print Name & Title: Nathan Huynh, PM

REFERENCES

Entities	Address	Contact	Email	Phone	Description	Cost	Date
Department of Homeland Security - FEMA	1111 Broadway, Oakland, CA 94607	Maurice Moore	maurice.moore@fema.dhs.gov	510-627-7072	Removed old cable and installed a total of 300+ new CAT 6 and fiber pull	$75,000.00	Oct. 2018
SnowLine Joint Unified School	4075 Neilson Rd, Phelan, CA 92371	Rick Hernandez	rick_hernandez@snowlineschools.com	760-868-5817	E-Rate Total of 3 campuses Removal of old data cable Install 1200+ network drops All drops were certified Involved total of 40+ MDF/IDFs	$252,000.00	July 2018
Advanced Medical Builder	885 N Shepard St. Anaheim, CA 92806	Samson Hu	samsonhu@ambcorp.net	714-634-4430 x202	MDF/IDF build out. Low voltage subcontractor for all copper and fiber installation	Telecom subcontractor for AMB	Jun. 2017
Whittier Union School District	9401 S. Painter Ave Whitter, CA 90605	Karen Yeh	karen.yeh@wuhsd.org	562-698-8121	E-Rate project Total cable run - 555 Involve 6 district campuses Install 555 AP in classroom	$140,000.00	July 2018
Hansen & Adkins Auto Transport	3552 Green Ave, Los Alamitos, CA 92720	Mark Friedman	mfriedman@hansenadkins.com	562-742-2030	Completely rewired entire corporate office with Cat 6 Plenum and OM3 Fiber	$189,000.00	Jan. 2017
Housing & Community Development	2020 W. El Camino Avenue, Suite 330, Sacramento, CA 95833	Stephanie Leibforth	stephanie.leibforth@hcd.ca.gov	916-263-6875	Fixed network drops and reterminated work area cubicles	NDA	Jun. 2018
Chores LLC	18455 E. 7th Phoenix, AZ 85023	Ryan T.	ryan@choresllc.com	714-317-3204	Rewired entire distribution center 200 Cat 6A drops and installed 23 switches. Rebuilt 12 IDFs with enclosed cab. Ran fiber uplink to MDF location.	$320,000.00	Sept. 2016
LA Fitness International	2600 Michelson Drive Irvine, CA 92612	Pak Yoh	paky@fitnessintl.com	951-703-8945	MDF/IDF build out. Install Cat 6 wiring and deployed new switches	$75,000.00	Dec. 2016
Fullerton College	321 E. Chapman Ave, Fullerton, CA 92832	Long Tran	ltran@fullcoll.edu	812-270-3811	MDF/IDF cabinets and patch panel upgrade. Cat 6 drops added around entire campus	$50,000.00	Mar. 2017

SKY Technology Solutions
174 W. Lincoln Ave #519, Anaheim, CA 92805
Phone: 657-230-7020 - Fax 657-230-7021

LEGAL DOCUMENT

STATE OF CALIFORNIA

CONTRACTORS STATE LICENSE BOARD

Pursuant to Chapter 9 of Division 3 of the Business and Professions Code
and the Rules and Regulations of the Contractors State License Board,
the Registrar of Contractors does hereby issue this license to:

SKY TECHNOLOGY SOLUTIONS INC

License Number 1021572

to engage in the business or act in the capacity of a contractor in the following classifications:

C-7 - LOW VOLTAGE SYSTEMS
C10 - ELECTRICAL

Witness my hand and seal this day,

August 24, 2018

Issued December 7, 2016

Marlo Richardson, Board Chair

This license is the property of the Registrar of Contractors, is not transferable, and shall be returned to the Registrar upon demand when suspended, revoked, or invalidated for any reason. It becomes void if not renewed.

David R. Fogt, Registrar of Contractors

13L-24 (REV. 10/17)

OSP 17 143868

AUDIT NO: 657235

Powered by BoardOnTrack

Magnolia Public Schools - Regular Board Meeting - Agenda - Thursday December 13, 2018 at 6:00 PM

ACORD®

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY): 08/20/2018

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER	CONTACT NAME:	
Hiscox Inc. d/b/a/ Hiscox Insurance Agency in CA 520 Madison Avenue 32nd Floor New York, NY 10022	PHONE (A/C, No, Ext): (888) 202-3007	FAX (A/C, No):
	E-MAIL ADDRESS: contact@hiscox.com	
	INSURER(S) AFFORDING COVERAGE	NAIC #
	INSURER A : Hiscox Insurance Company Inc	10200
INSURED Sky Technology Solutions Inc. 11102 Rainier Ct. Garden Grove CA 92841	INSURER B :	
	INSURER C :	
	INSURER D :	
	INSURER E :	
	INSURER F :	

COVERAGES **CERTIFICATE NUMBER:** **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	[X] COMMERCIAL GENERAL LIABILITY [ ] CLAIMS-MADE [X] OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: [X] POLICY [ ] PRO-JECT [ ] LOC [ ] OTHER:			UDC-1829290-CGL-18	10/04/2018	10/04/2019	EACH OCCURRENCE DAMAGE TO RENTED PREMISES (Ea occurrence) MED EXP (Any one person) PERSONAL & ADV INJURY GENERAL AGGREGATE PRODUCTS - COMP/OP AGG [ ]	$ 1,000,000 $ 100,000 $ 5,000 $ 1,000,000 $ 2,000,000 $ S/T Gen. Agg. $
	AUTOMOBILE LIABILITY [ ] ANY AUTO [ ] ALL OWNED AUTOS [ ] SCHEDULED AUTOS [ ] HIRED AUTOS [ ] NON-OWNED AUTOS [ ]						COMBINED SINGLE LIMIT (Ea accident) BODILY INJURY (Per person) BODILY INJURY (Per accident) PROPERTY DAMAGE (Per accident) [ ]	$ $ $ $ $
	[ ] UMBRELLA LIAB [ ] OCCUR [ ] EXCESS LIAB [ ] CLAIMS-MADE [ ] DED [ ] RETENTION $						EACH OCCURRENCE AGGREGATE [ ]	$ $ $
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANYPROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? Y / N [ ] (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	N / A					[ ] PER STATUTE [ ] OTH-ER E.L. EACH ACCIDENT E.L. DISEASE - EA EMPLOYEE E.L. DISEASE - POLICY LIMIT	 $ $ $

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

CERTIFICATE HOLDER

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

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ACORD 25 (2014/01) **The ACORD name and logo are registered marks of ACORD**

ACORD

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY) 2/25/2016

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER GEICO One GEICO Boulevard Fredericksburg, VA 22412	CONTACT NAME: GEICO PHONE (A/C, No, Ext): 1-866-509-9444 FAX (A/C, No): Email Address: R1COMMEND@GEICO.COM

INSURER(S) AFFORDING COVERAGE	NAIC #
INSURER A: GOVERNMENT EMPLOYEES INSURANCE COMPANY	22063
INSURER B:	
INSURER C:	
INSURER D:	
INSURER E:	
INSURER F:	

INSURED
SKY TECHNOLOGY SOLUTIONS, INC.
174 W LINCOLN AVE 509
ANAHEIM CA 92805-2901

COVERAGES **CERTIFICATE NUMBER:** **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADD'L INSRD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YY)	POLICY EXP (MM/DD/YY)	LIMITS	
	COMMERCIAL GENERAL LIABILITY CLAIMS-MADE / OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: POLICY / PROJECT / LOC OTHER						EACH OCCURRENCE	$
							DAMAGE TO RENTED PREMISES (Ea occurence)	$
							MED. EXP (Any one person)	$
							PERSONAL & ADV. INJURY	$
							GENERAL AGGREGATE	$
							PRODUCTS – COMP/OP AGG.	$
								$
A	AUTOMOBILE LIABILITY X ANY AUTO ALL OWNED AUTOS / SCHEDULED AUTOS HIRED AUTOS / NON-OWNED AUTOS			9100152938 00	2/29/2016	2/29/2019	COMBINED SINGLE LIMIT (Ea accident)	$ 1,000,000
							BODILY INJURY (Per person)	$
							BODILY INJURY (Per accident)	$
							PROPERTY DAMAGE (Per accident)	$
								$
	UMBRELLA LIAB / OCCUR EXCESS LIAB / CLAIMS-MADE DED / RETENTION $						EACH OCCURRENCE	$
							AGGREGATE	$
								$
	WORKERS' COMPENSATION AND EMPLOYERS' LIABILITY Y / N ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? N / A (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below						PER STATUTE / OTH-ER	
							E.L. EACH ACCIDENT	$
							E.L. DISEASE-EACH EMPLOYEE	$
							E.L. DISEASE-POLICY LIMIT	$

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

CERTIFICATE HOLDER

SKY TECHNOLOGY SOLUTIONS, INC.
174 W LINCOLN AVE APT 509
ANAHEIM, CA 92805-2901

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

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ACORD®

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY): 10/25/2018

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER	CONTACT NAME:	
COVERHOUND INS SOLUTIONS 5655 LINDERO CANYON RD 420 WESTLAKE VILLAGE CA 91362	PHONE (A/C, No, Ext): (844) 367-1546	FAX (A/C, No): (866) 828-2424
	E-MAIL ADDRESS: Certificate@Hanover.com	

INSURER(S) AFFORDING COVERAGE	NAIC #
INSURER A : Citizens Ins Co of America	31534
INSURER B :	
INSURER C :	
INSURER D :	
INSURER E :	
INSURER F :	

INSURED

SKY TECHNOLOGY SOLUTIONS INC
174 W LINCOLN AVENUE STE 519
ANAHEIM CA 92805

COVERAGES **CERTIFICATE NUMBER:** **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
	COMMERCIAL GENERAL LIABILITY						EACH OCCURRENCE	$
	☐ CLAIMS-MADE ☐ OCCUR						DAMAGE TO RENTED PREMISES (Ea occurrence)	$
							MED EXP (Any one person)	$
							PERSONAL & ADV INJURY	$
	GEN'L AGGREGATE LIMIT APPLIES PER:						GENERAL AGGREGATE	$
	☐ POLICY ☐ PRO-JECT ☐ LOC						PRODUCTS - COMP/OP AGG	$
	OTHER:							$
	AUTOMOBILE LIABILITY						COMBINED SINGLE LIMIT (Ea accident)	$
	☐ ANY AUTO						BODILY INJURY (Per person)	$
	☐ OWNED AUTOS ONLY ☐ SCHEDULED AUTOS						BODILY INJURY (Per accident)	$
	☐ HIRED AUTOS ONLY ☐ NON-OWNED AUTOS ONLY						PROPERTY DAMAGE (Per accident)	$
								$
	UMBRELLA LIAB ☐ OCCUR						EACH OCCURRENCE	$
	EXCESS LIAB ☐ CLAIMS-MADE						AGGREGATE	$
	☐ DED ☐ RETENTION $							$
A	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANYPROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) Y/N: N If yes, describe under DESCRIPTION OF OPERATIONS below	N / A	N	WBF D712323 00	10/16/2018	10/16/2019	✔ PER STATUTE ☐ OTH-ER	
							E.L. EACH ACCIDENT	$ 1,000,000
							E.L. DISEASE - EA EMPLOYEE	$ 1,000,000
							E.L. DISEASE - POLICY LIMIT	$ 1,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

CERTIFICATE HOLDER

CALIFORNIA STATE LICENSE BOARD,
9821 BUSINESS PARK DRIVE
SACRAMENTO CA 95827

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

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SKY Technology Solutions
174 W. Lincoln Ave #519, Anaheim, CA 92805
Phone: 657-230-7020 - Fax 657-230-7021

CREDENTIALS

OASIS
Certified experts. Guaranteed results.

December 18, 2017

To Whom it May Concern:

This letter is to confirm Sky Technology Solutions Inc., located at 174 W. Lincoln Ave, Anaheim, California, is authorized to install, maintain and certify Berk-Tek products.

As a certified integrator in the OASIS program, Sky Technology Solutions Inc., is authorized to provide a Berk-Tek Leviton Limited Lifetime Warranty covering Berk-Tek cable and Leviton connectivity on projects they install.

If you have any questions or need additional information about the OASIS program, please contact me at kelly.urbanik@nexans.com or by phone at 717-355-7686.

Sincerely,

Kelly M. Urbanik

Kelly Urbanik
Contractor Programs Manager
Berk-Tek LLC

Berk-Tek®
A NEXANS COMPANY

132 White Oak Road, New Holland, PA 17557 USA Tel.: 717-354-6200 Fax: 717-354-7944

OASIS
Certified experts. Guaranteed results.

CERTIFIED INTEGRATOR

Sky Technology Solutions Inc.

174 W. Lincoln Ave,509, Anaheim, CA, 92805

is authorized to register and install Structured Cabling Systems under the terms and conditions of Berk-Tek's Open Architecture Systems Interconnection Solutions (OASIS) Program.

CERTIFICATE VALID:
1/1/2018 through 12/31/2018

CERTIFICATION NUMBER:
CA201700970O

Berk-Tek®
A NEXANS COMPANY

Kelly M. Urbanik
CONTRACTOR PROGRAMS MANAGER

legrand®

Ortronics

Certificate of Accomplishment

Awarded to

Nathan Q Huynh

in recognition of satisfactory completion of the

CI Tier Technician Certification Training

October 16, 2018

for

Sky Technology Solutions Inc

Bicsi®
CONTINUING EDUCATION
CREDIT PROVIDER

Approved by: Cynthia S Montstream

Cindy Montstream, Director of Training & Contractor Program

Event ID: OV-LEGR-CT-0817-2

BICSI CECs Awarded:
RCDD: 5 RITP: 5 ESS: 0 NTS: 0 OSP: 0 WD: 0
ITS Installer 2, Copper/Optical Fiber: 5
ITS Technician: 5 Certified Trainer: 5

FLUKE networks

Nathan Huynh

Has successfully completed the training and examination requirements under the Fluke Networks CCTT Program and is hereby recognized as a

Versiv Copper Certified Cabling Test Technician

For Copper Certification
with the DSX Series CableAnalyzer

Mike Pennacchi
Network Protocol Specialists, Authorized CCTT Fluke Training Organization

Date 5/8/2018 Control # C0518023US BICSI CEC Credits 7 BICSI Event ID: OV-FLUKE-WA-0418-1

·ACT
TECHNOLOGY SOLUTIONS
PHONE 866-XACT-FIX
WEB WWW.XACTTS.COM

"TECHNOLOGY" IS OUR MIDDLE NAME

11/7/18

WE HAVE PREPARED A
PROPOSAL FOR:

MAGNOLIA SCIENCE ACADEMY-1 CABLING SERVICES

Rasul Monoshev, MPS
IT Director
Magnolia Public Schools 250
East First St, STE1500,
Los Angeles, CA 90012

MAGNOLIA PUBLIC SCHOOLS

REQUESTS FOR PROPOSALS

PROPOSAL DEADLINE DATE
5:00 PM PST, Friday, 11/09/2018 and
may be delivered as follows:

Email it@magnoliapublicschools.org

X·ACT TECHNOLOGY SOLUTIONS
PHONE 866-XACT-FIX
WEB WWW.XACTTS.COM

"TECHNOLOGY" IS OUR MIDDLE NAME

WHY CHOOSE XTS?

X-act Technology Solutions, Inc.(XTS) has become a leading provider of Voice/Data Cabling in California, and concentrating on local cities and businesses has allowed us to be more personal and accessible to our clients. With our Main office in Los Angeles and additional offices in Encino and Fresno, CA we are capable of providing dedicated attention to Our clients through our close proximity and exceptional staff. We value and support the communities we serve and believe this is evident in our dealings and work relationships we have with Governmental Agencies and Private Corporations. We invite you to contact our references as we feel these are an ultimate measure of our service. X-act Technology Solutions, Inc.(XTS) provides a multitude of Information Technology Services such as:

Network Services	**I.T. Staffing**	**24 x 7 IT Support**
Voice/Data Cabling	**Outsourced Help Desk**	**Security Cameras**
Backbone Fiber	**VoIP Phone Systems**	**Wide Area Wi-Fi**

X-act Technology Solutions, Inc. (XTS), is a provider of Pure IP Voice, IP Telephony, IT Networking, Desktop Computer, Security, Cabling, and Wireless data solutions. We hold a C-10 license for electrical as well as a spin number for E-rate funding. For over a decade **XTS** has served the small-to-medium-size and Enterprise businesses network communications needs, along with educational institutions and government entities in California. We are a proud re-seller of ShoreTel Voip Telephony Systems, HP and Microsoft certified. Our engineering team designs technology-based business solutions that save money, improve revenue and bring additional value to your bottom line. We insure that all our technicians are up-to-date on all the latest technology and are certified in a variety of hardware & software applications, this means that you and your staff are always working with a qualified professional.

Corp Office: X-act Technology Solutions, Inc 1920 Hillhurst Ave # 1134 Los Angeles, CA 90027
Ed Coleman – Encino Office 818 465-6765P 818 922-8520F Ed@xactts.com
CA corporation formed in 2007 **Contractors License Number 726924 C-10**
EIN Number 27-1434731 **SPIN Number 143037537 DIR Number 10000008257**
3 offices in California 15 Cable Technicians

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PHONE 866-XACT-FIX
WEB WWW.XACTTS.COM

"TECHNOLOGY" IS OUR MIDDLE NAME

REFERENCES GOVT.

CITY OF HAWAIIAN GARDENS – HAWAIIAN GARDENS, CA $1,500,000 / Year
CAT6A Data Cabling, Voip Phones, Cameras
Customer Established: November 2017 – Current
We installed over 800 CAT6 cable drops and Patch Panels, WIFI, and a ShoreTel Voip phone system for over 100 users. Installed over 800 HD Cameras w/cat 6A cable
Information Technology Manager: Sergio Cueva (562) 884-0421, sergio@hgcity.org

CITY OF WEST COVINA –WEST COVINA, CA $380,000 / Year
CAT6A Data Cabling, Fiber,Cameras, Fiber, WIFI
Customer Established: June 2017 – Current
XTS installed city-wide Cabling/Fiber/Wifi/Cameras for various sites including: City Hall, PD, Sr Center and 5 fire stations. We have installed over 100 AP's,300 cameras and over 900 CAT6a cable drops, data racks and patch panels. Installed over 7,000' of sm and mm fibe05**Public Works Supervisor: Miguel Hernandez (626) 939-8731,** miguel.hernandez@westcovina.org

CASTIAC LAKE WATER AGENCY (CLWA) SANTA CLARITA, CA $950,000 / Year
IT Support Contract, Camera System
Customer Established: November 2017 – Current
XTS has a 5 yr support contract with CLWA to perform 24/7 system support. We do on-site and remote Support. Installed 100 Cameras, Fiber, and Cat 6 cable.
IT Tech: Jeff Herbert (661) 297-1600, jherbert@clwa.org

CITY OF SIMI VALLEY – SIMI VALLEY, CA $260,000 / Year
CAT6 Data Cabling, Fiber, Data Racks
Customer Established: Dec 2016 – Current
The City of Simi Valley chose X-act Technology Solutions to provide over 980 CAT6 voice/data drops at City Hall, The Police Dept, Library, Sanitation dept, Etc. We also installed Fiber, Patch Panels, and Data Racks
Principal IS Analyst: Barbara Wisly (805) 421-3374, Bwisly@simivalley.org

·ACT
TECHNOLOGY SOLUTIONS
PHONE 866-XACT-FIX
WEB WWW.XACTTS.COM

"TECHNOLOGY" IS OUR MIDDLE NAME

REFERENCES SCHOOLS

AZUSA UNIFIED SCHOOL DISTRICT – AZUSA, CA $240,000/ Year
CAT 6 CABLING/ FIBER for E-rate Customer Established: April 2015 – Current
XTS installed Cat 6 cable in 2 High schools and over 100 classrooms for e-rate
We did 4 drops in ea for WIFI and other Future Technologies. Installed Cameras, Fiber and Patch Cords.
Installed data racks/ Server room build out.
Technology Administrator: Mario Venzor (626) 858-6520 mariov@azusausd.k12.ca.us

ANAHEIM UNIFIED SCHOOL DIST - ANAHEIM, CA $325,000/ Year
Cat 6 cabling for E-rate
Customer Established: Dec 2016 – Current
AUSD chose XTS to provide over 750 drops of CAT 6 cabling AND installed their Camera system for e-rate. We also installed Fiber, Conduit and Data Cabinets.
Director, Purchasing - Brad Minami (714) 999-3602 minami_b@auhsd.us

PASADENA CITY COLLEGE – PASADENA, CA. $145,000/ Yr
Network and Power at new Math Lab for E-rate
Customer Established: Oct 2016 – Current
XTS provided 60 drops to new Math lab for e-rate. Supplied power poles and electrical. Installed Security Cameras and Cat 6 patch cords
JR Universal Construction: Jorge Velasquez (323) 461-9659 jorge.jruniversal.com

TULARE JOINT UNION SCHOOL DISTRICT – TULARE, CA $350,000 / Year
CAT6 Data Cabling In ea Class Room for WIFI and PA System for E-rate
Project Duration: JUNE 2014 – Current
XTS installed Cat 6 cable for over 500 classrooms for e-rate We did 2 drops in the center of ea for WIFI. Installed 49 cat 6 24-port patch panels. Installed PA/clocks and Cameras in ea class room.
Director of Facilities: Chris Stevens (559) 688-2021 ext. 242 chris.stevens@tulare.k12.ca.us

CITRUS COLLEGE – GLENDORA, CA $225,000 / Year
CAT 6 Data Cabling, Access Points, Fiber
Customer Established: Dec 2015 - Current
Citrus College chose XTS to provide over 580 drops of CAT 6 cabling.
We also installed Patch Panels, Fiber and Coax cable for their Camera System.
Network &Telecommunication Systems Supervisor - Leigh Buchwald (626) 914-8779
lbuchwald@citruscollege.edu

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DIR NUMBER/C -10 NUMBER

DIR

Legal Name	Registration Number	County	City	License Type/Number(s)	Current Status	Expiration Date
X-ACT TECHNOLOGY SOLUTIONS	1000008257	LOS ANGELES	LOS ANGELES	CSLB:726924	Active	06/30/2019

C-10

Business Information

X-ACT TECHNOLOGY SOLUTIONS
1920 HILLHURST AVE #1134
LOS ANGELES, CA 90027
Business Phone Number:(818) 465-6765

Entity Sole Ownership
Issue Date 08/29/1996
Expire Date **08/31/2020**

License Status

This license is current and active.

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TECHNOLOGY SOLUTIONS
PHONE 866-XACT-FIX
WEB WWW.XACTTS.COM

PRICING

OPTION #1 W/ 75" VIEWSONIC

CAT 6 CABLE 40 Boxes X $250	$10,000.00
CAT 6 RJ 45 JACKS 267 x $7	$1,869.00
CAT 6 PATCH CORD 267 X $10	$2,670.00
CAT 6 48 PORT PATCH PANEL 6 X $150	$900.00
12 STRAND MM INDOOR/OUTDOOR FIBER – 150'	$400.00
12 STRAND MM INDOOR FIBER – 50'	$100.00
LC FIBER CONNECTORS 48 X $20	$960.00
FIBER PATCH PANELS 4 X $50	$200.00
RACK MOUNT FIBER ENCLOSURE 3 X $200	$600.00
HIKVISION USA 8TB NVR 1 X $2,000	$2,000.00
HIKVISION USA - CAMERA 20 x $600	$12,000.00
HKVISION CAMERA MOUNT 20 x $100	$2,000.00
ADVANCED NETWORK DEVICES SPEAKER/CLOCK COMBO 45 X $700	$31,500.00
ADVANCED NETWORK DEVICES OUTDOOR SPEAKERS 2 X $800	$1,600.00
CHATSWORTH LOCKABLE SERVER RACK	$3,000.00
CHATSWORTH OPEN RACK	$2,500.00
CHATSWORTH IDF 4 POST RACK 2 x $400	$800.00
HDMI CABLES 25' 24 X $20	$480.00
Buzzing system for front and back outside doors 2 X $2,500	$5,000.00
*VIEWSONIC IFP 7550 20 X $4,400	$88,000.00
DIVERSITRACK HOVER MOUNT 20 X $500	$10,000.00
LABELS/VELCRO/TAPE/ ETC	$2,000.00
	$178,579.00
TAX (9.5%)	$16,965.00
LABOR	$50,000.00
TOTAL	**$245,544.00**

AVG. PRICE PER CAT 6 DROP IS $225.00

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OPTION #2 W/ 65" VIEWSONIC

CAT 6 CABLE 40 Boxes X $250	$10,000.00
CAT 6 RJ 45 JACKS 267 x $7	$1,869.00
CAT 6 PATCH CORD 267 X $10	$2,670.00
CAT 6 48 PORT PATCH PANEL 6 X $150	$900.00
12 STRAND MM INDOOR/OUTDOOR FIBER – 150'	$400.00
12 STRAND MM INDOOR FIBER – 50'	$100.00
LC FIBER CONNECTORS 48 X $20	$960.00
FIBER PATCH PANELS 4 X $50	$200.00
RACK MOUNT FIBER ENCLOSURE 3 X $200	$600.00
HIKVISION USA 8TB NVR 1 X $2,000	$2,000.00
HIKVISION USA - CAMERA 20 x $600	$12,000.00
HKVISION CAMERA MOUNT 20 x $100	$2,000.00
ADVANCED NETWORK DEVICES SPEAKER/CLOCK COMBO 45 X $700	$31,500.00
ADVANCED NETWORK DEVICES OUTDOOR SPEAKERS 2 X $800	$1,600.00
CHATSWORTH LOCKABLE SERVER RACK	$3,000.00
CHATSWORTH OPEN RACK	$2,500.00
CHATSWORTH IDF 4 POST RACK 2 x $400	$800.00
HDMI CABLES 25' 24 X $20	$480.00
Buzzing system for front and back outside doors 2 X $2,500	$5,000.00
*VIEWSONIC IFP 6560 20 X $3,600	$72,000.00
DIVERSITRACK HOVER MOUNT 20 X $500	$10,000.00
LABELS/VELCRO/TAPE/ ETC	$2,000.00
	$162,579.00
TAX (9.5%)	$15,445.00
LABOR	$50,000.00
TOTAL	**$228,024.00**

AVG. PRICE PER CAT 6 DROP IS $225.00

EQUIPMENT & SERVICES SPECIFICATIONS

- Item 1:

Quantity: 220
Description: Cabling price per Cat 6 drop (according to attached blueprint plus or minus approximately 15-20 drops. The conduits and J-Hooks will be provided. See QA on last pages for more details)

- Item 2:

Quantity: 1
Description: 150 feet fiber cabling between new and old buildings (conduits will be provided for it, i.e. no conduit job needed)

- Item 3:

Quantity: 1
Description: 40 feet fiber cabling between floors (conduits will be provided for it, i.e. no conduit job needed)

- Item 4:

Quantity: 1
Description: 20 Security cameras with 8TB NVR and mounting and configuration service for the cameras

- Item 5:

Quantity: 1
Description: The bell system for the whole campus (old and new building) and mounting service for 45 rooms total and 2 outside horns.

- Item 6:

Quantity: 1
Description: Lockable closed deep Server Rack to host blade servers in MDF

- Item 7:

Quantity: 1
Description: Open Rack for cable organizing and for switches in MDF

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- Item 8:

Quantity: 2
Description: IDF Racks to host networking switches and cabling organizers

- Item 9:

Quantity: 24
Description: 25ft HDMI cables and running cables from teacher corner to the whiteboard (conduits will be provided for it, i.e. no conduit job needed)

Item 10:
Quantity: 2 total (one at the back and another for front door)
Description: Buzzing system for front and back outside doors (conduits will be provided for it, i.e. no conduit job needed) It should include buttons to talk, cameras to see who is out there. There will be a screen in main lobby where school should be able to see and talk to people before letting them into the building.

Item 11:
Quantity: 20
Description: Interactive Display Board: Viewsonic IFP7550 and IFP6560 or similar options on separate quotes (Description: 20 - 65" on one quote and 20 – 75" quote on separate for us to compare and go with)

Item 12:
Quantity: 20
Description: Diversitrack Hover Mount or similar for Item 11, Interactive Displays and mounting service for those.

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RFP EVALUATION

All qualified, responsive proposals will be evaluated using the following factors and weights.

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

1. COSTS = $245,544/ $228,024.00 (2 OPTIONS FOR YOU)

2. COMPLETE BID. INSTALL ALL CAT 6 CABLE, ALL SECURITY CAMERAS, BELL SYSTEM, RACKS, PATCH PANELS, PATCH CORDS, NVR, AND TESTING. COMPLETE SYSTEM

3. CERTIFIED SUPERIOR ESSEX/ORTRONICS, LEVITON/BERKTEK, ADVANCED NETWORK DEVICES, HIKVISION, ARECONT AND MILESTONE. HAVE DONE OVER 20 SCHOOL DIST/GOVT. JOBS. DIR REGISTERED, HOLD A C-10 AND SPIN #.

4. PRICING GOOD FOR 90 DAYS. BILLING WILL BE NET 30-60.

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SAMPLE CALENDAR

JAN 2019						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2 --	3 -	4 -	5
6	7 --	8 ---	9 --	10 --	11 --	12
13	14	15 -START	16 ---------- ------→	17 ---------- ------→	18 ---------- ------→	19
20	21 ---------- ---→	22 ---------- ------→	23 ---------- -----→	24 ---------- ------→	25 ---------- ------→	26
27	28 ---------- ---→	29 ---------- -----→	30 ---------- --------→	31 ---------- -------→	Notes:	

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FEB 2019

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1 ---------->	2
3	4 ---------->	5 ---------->	6 ---------->	7 ---------->	8 ---------->	9
10	11 ---------->	12 ---------->	13 ---------->	14 ---------->	15 ---------->	16
17	18 ---------->	19 ---------->	20 ---------->	21 ---------->	22 ---------->	23
24	25 ---------->	26 ---------->	27 ---------->	28 ---------->	PROJECT COMPLETE	

LINKWARE CABLE TEST MANAGEMENT SOFTWARE

SAMPLE TEST RESULTS

Cable ID: A4-32

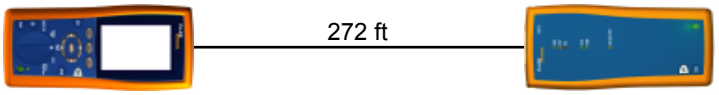
Test Summary: PASS

Date / Time: 02/18/2016 12:24:53 PM
Headroom 5.0 dB (NEXT 45-78)
Test Limit: TIA Cat 6 Channel
Cable Type: Cat 6 U/UTP
Calibration Date: 10/09/2015

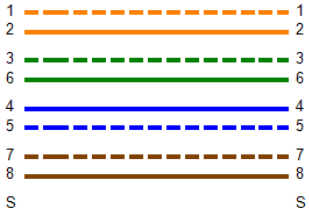
Operator: DOUG
Software Version: 2.7700
Limits Version: 1.9400
NVP: 68.5%

Model: DTX-1800
Main S/N: 1392501
Remote S/N: 1392502
Main Adapter: DTX-CHA001
Remote Adapter: DTX-CHA002

Length (ft), Limit 328	[Pair 12]	272
Prop. Delay (ns), Limit 555	[Pair 36]	423
Delay Skew (ns), Limit 50	[Pair 36]	19
Resistance (ohms)	[Pair 36]	13.8
Insertion Loss Margin (dB)	[Pair 45]	6.4
Frequency (MHz)	[Pair 45]	250.0
Limit (dB)	[Pair 45]	35.9



Wire Map (T568B)
PASS



	Worst Case Margin		Worst Case Value	
PASS	MAIN	SR	MAIN	SR
Worst Pair	12-36	45-78	12-36	45-78
NEXT (dB)	5.3	5.0	5.3	5.9
Freq. (MHz)	173.5	113.0	173.5	184.0
Limit (dB)	35.8	39.0	35.8	35.4
Worst Pair	12	45	36	45
PS NEXT (dB)	7.5	7.1	9.0	8.7
Freq. (MHz)	89.0	132.5	229.5	201.5
Limit (dB)	38.0	35.0	30.8	31.8

PASS	MAIN	SR	MAIN	SR
Worst Pair	45-36	36-45	45-36	36-45
ACR-F (dB)	10.5	10.2	10.5	10.2
Freq. (MHz)	242.5	242.5	242.5	242.5
Limit (dB)	15.6	15.6	15.6	15.6
Worst Pair	45	45	45	45
PS ACR-F (dB)	11.7	10.9	11.7	10.9
Freq. (MHz)	239.5	237.0	248.0	244.0
Limit (dB)	12.7	12.8	12.4	12.5

N/A	MAIN	SR	MAIN	SR
Worst Pair	12-36	45-78	36-45	45-78
ACR-N (dB)	7.3	9.0	14.5	16.6
Freq. (MHz)	8.3	113.0	230.5	247.0
Limit (dB)	52.2	16.2	-0.5	-2.5
Worst Pair	36	12	36	45
PS ACR-N (dB)	9.1	10.3	15.6	16.5
Freq. (MHz)	8.3	6.8	229.5	242.5
Limit (dB)	49.6	51.6	-3.4	-4.9

PASS	MAIN	SR	MAIN	SR
Worst Pair	12	45	78	45
RL (dB)	7.8	7.4	10.2	7.4
Freq. (MHz)	29.4	237.0	142.5	240.5
Limit (dB)	16.7	8.3	10.5	8.2

Compliant Network Standards:

10BASE-T	100BASE-TX	100BASE-T4
1000BASE-T	ATM-25	ATM-51
ATM-155	100VG-AnyLan	TR-4
TR-16 Active	TR-16 Passive	

LinkWare Version 9.0

Project: OCFA TEST RESULTS
OCFA - Fluke File 279 Results.flw

Site: IRVINE

FLUKE networks

ConCert
CERTIFIED INSTALLER (CI)

legrand®

Legrand acknowledges

X-act Technology Solutions

is Certified at the
Certified Installer (CI) tier for the period

January 1, 2018 to December 31, 2018

This certification allows the installer to offer the Ortronics Extended Product warranty for properly registered and approved projects in California. Warranty for projects outside California must be pre-approved.

Training & Contractor Program Manager

20174
Registration Number

OASIS
Certified experts. Guaranteed results.

Certificate of Completion
OASIS Installer Training Course

Ed Coleman

X-Act Technology Solutions, Inc.

has successfully completed the Berk-Tek Certified OASIS Integrator Installer Training
and is qualified to install OASIS Program Structured Cabling Systems.

Date of Certification:
01/22/18

Berk-Tek®
A NEXANS COMPANY

Kelly M. Urbanik
CONTRACTOR PROGRAMS MANAGER

milestone

X-ACT TECHNOLOGY SOLUTIONS

SILVER CHANNEL PARTNER 2018

Tim Palmquist
Vice President Americas, Sales

Milestone Silver reseller
Silver partner status is the entry level of the Milestone partner program.
Silver partners can sell Milestone products that serve basic to mid-size security installations.

ADVANCED NETWORK DEVICES

IPSWD

IP Speaker with LED Display

Capabilities

Audio:
- 8” High efficiency PA Speaker
- Optional ancillary 8-ohm speaker
- Bell scheduling, reminders and alarms
- Clock chimes
- Voice paging from a PC or IP phone, scheduled or ad hoc.
- Use provided notifications, alarms, audio files (sport, holiday, traditional, etc.), or your own

Auto Dimming:
Automatically dim for different times of day. Reduce power usage at night to save energy.

Clock:
- 3” numbers/text
- Atomic time
- Never needs setting
- Auto-adjust for Daylight Savings
- Display 4 or 6 digits
- Configurable fonts and colors

Scrolling Text:
- Send many types of messages to it:
- Custom Configuration
- Reminders
- Alerts
- Advertising
- RSS/Twitter/News/Weather/Stock feeds
- Configurable fonts and colors
- 1 or 2 Line Display

Microphone:
- Monitoring
- Two way talking/Intercom
- Paging Supervision
- Hands-free talk back

Timer/Stopwatch:
- Display 4 or 6 digits
- Configurable fonts and colors
- Count up or down
- Count days, hours, minutes, seconds, 1/100ths of seconds
- Display timer and clock simultaneously

IP Speaker Overview

The IP Speaker is a Power over Ethernet (PoE, PoE+) synchronized clock and intercom that requires only an RJ-45 connector to connect to existing data networks. Simultaneously, broadcast to both phones and speakers. The clock auto synchronizes and can be used as a scrolling text display. Standard built in microphone and speaker for two way communication.

Features

Built in Web Server:
- Send text messages to it from the web page
- Configurable brightness and volume
- Configurable fonts
- Configurable NTP time server, time zone, etc.
- Device Status
- Field upgradable

Line In/ Out:
- Independent line-in.
- Can be configured to send line in audio to the speaker and/or add additional speakers

Easy Installation:
- Only requires CAT 5 connection (up to 300ft) to network
- Power over Ethernet (no power cord or adapter). No other equipment needed

GPIO:
- 2 inputs, 1 output
- Activate via telephone or programmatically

Multicast:
- Full multicast and broadcast support. Send audio and/or scrolling text to individual, multiple, or all devices simultaneously.

Stop Watch / Timer:
- Count up and down days, hours, minutes, seconds, 1/100ths, with configurable sounds and colors. Event-based trigger.

Sound Masking:
- Generate configurable pink noise via push button or programmatically for sound masking

Two Way Communication:
- Activate via push button
- Allows for full duplex hands free communication

Options

- Optional button for hand-free push to talk

IPspeaker

Advanced Network Devices • 3820 Ventura Dr. Arlington Hts. IL 60004 • Phone: 847-463-2236 • Fax: 847-359-5418
Website: www.anetd.com • E-Mail: sales@anetd.com

IPspeaker

Supported Protocols

- SIP
- IPv4
- HTTP
- SLP
- TFTP
- NTP
- SNMPV1 & SNMPV2c
- DHCP
- IGMP
- ICMP
- TCP/IP
- UDP
- MDNS and MDNS-SD

Specifications

- Weight: 8lbs
- Approx: 13”x5”(2” on bottom) x15”
- PoE (IEEE802.3af) 15.4 W or
- PoE+ (IEEE802.3at) 30.0 W
- 10/100 Mb network connection

Speaker Size:	8”
Average Sensitivity:	95dB, 1W/1M
Audio Power:	8 W / 16 W
Frequency Response:	60 Hz - 17 kHz
Polar Plot	See diagram 1

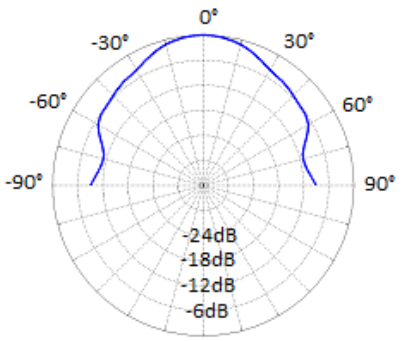


Diagram 1
8” Speaker Polar Plot
2 kHz Octave Band,
Grid Spacing = 6dB/Division

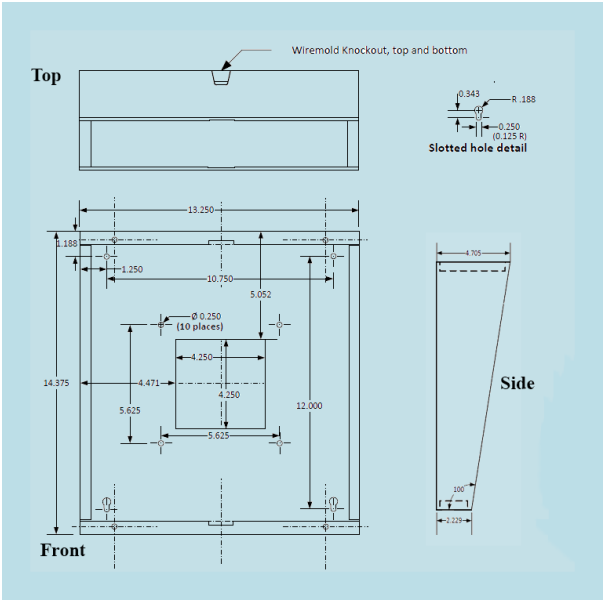
Software Options

- **No software**: External software is not required for atomic timekeeping and sending text messages from the device’s web server. The devices can operate stand-alone. However, application software can be used to augment the devices capabilities and integrate the device into a mass notification system, on the phone network, etc.
- **AND Clockwise**: Instantly finds all of your AND devices, it is a clock/alarm program for scheduling, alarms, events, stopwatch, timer, optional theme sound library, sending News/RSS/Twitter/Weather/Stock feeds, etc.
- **Third Party Software**: AND has a long-standing relationship with InformaCast (SingleWire), and also supports IPSession (IPCelerate), SA-Announce (Syn-Apps), MessageNet Systems, BellCommander (AcroVista), and others. AND devices will also work with SIP-compatible products/PBX, such as Asterisk, 3CX, ShoreTel, etc.
- **Multiple**: Can run Clockwise and 3rd party software concurrently.

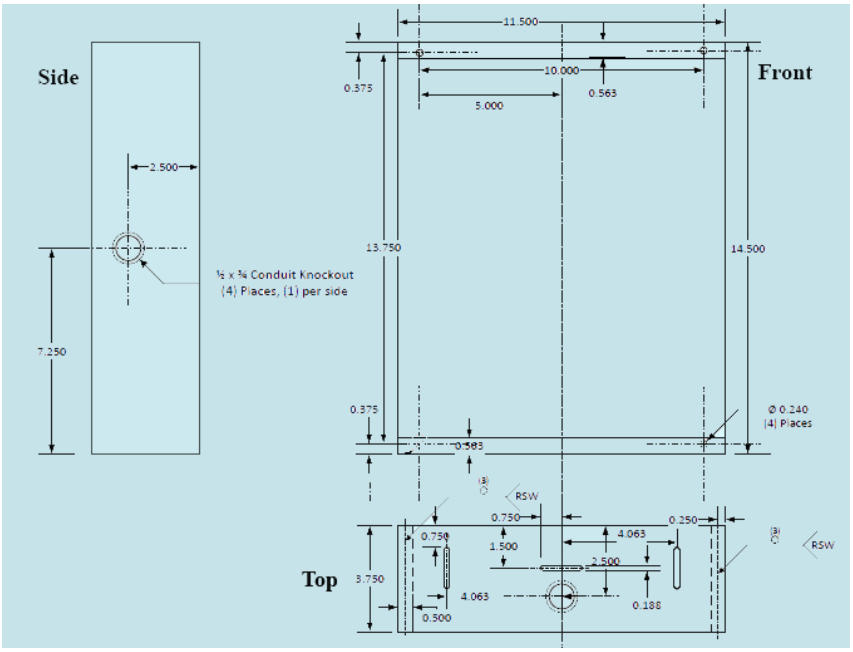
Mounting Options

IPSWD-RWB comes with a seperate back box. Choose from surface mount or flush mount options.

Surface Mount



Flush Mount



ADVANCED NETWORK DEVICES

Mass Notification
Designed to run on parallel systems, AND Endpoints can tie into multiple mass communications systems.

Atomic Clock & Paging
AND Endpoints keep accurate time as synchronized clocks and also serve as advancecd paging and intercom systems.

Hands Free Two-Way
With one of the most robust full-duplex communication feature sets, AND Endpoints are easy to use and hands free.

IP EDUCATION

847-463-2236 / anetd.com

Advanced Network Devices (AND) provides best-in-class IP paging, intercom, and synchronized clocks for integration into unified communications (UC) systems. AND supports standard protocols, such as SIP, as well as API integration with UC software providers.

AND devices are some of the most robust and flexible solutions in the market.

AND specializes in advanced audio and video applications, especially as they relate to networking, notification and time keeping. Our products are developed with flexibility and interoperability in mind.

Flexibility combined with a multi-function device connected and powered by a single network cable adds value while eliminating cost.

> “Advanced Network Devices provides best-in-class IP paging, intercom and atomic synchronized clocks.”

ADVANCED NETWORK DEVICES

> “With regulations like the Cleary Act, it is important for campuses of all shapes and sizes to have a flexible mass notification solution.”

Safety First

Keeping students safe is always high priority. With regulations like the Cleary Act, it is important for campuses of all shapes and sized to have a felixible mass notification solution and a single point of messaging.

- AND IP Endpoints can be combined with any one of the many IP based software solutions
- Broadcast to phones, speakers, SMS text, e-mail, school website and more all at once
- Easily send a notification to a specific set of classrooms, portion of the campus or the entire campus
- When there is a problem with a device or a loss of connection receive immediate notification.

Rich Feature Set

Easy Installation

AND IP Endpoints connect directly back to your PoE network switch with only a CAT 5 connection. Devices run Power over Ethernet (PoE) with no additional cord or adapter. No other equipment needed. You are able to UPS backup your network at the switch ensuring operation of your communication system.

Built-In Web Server

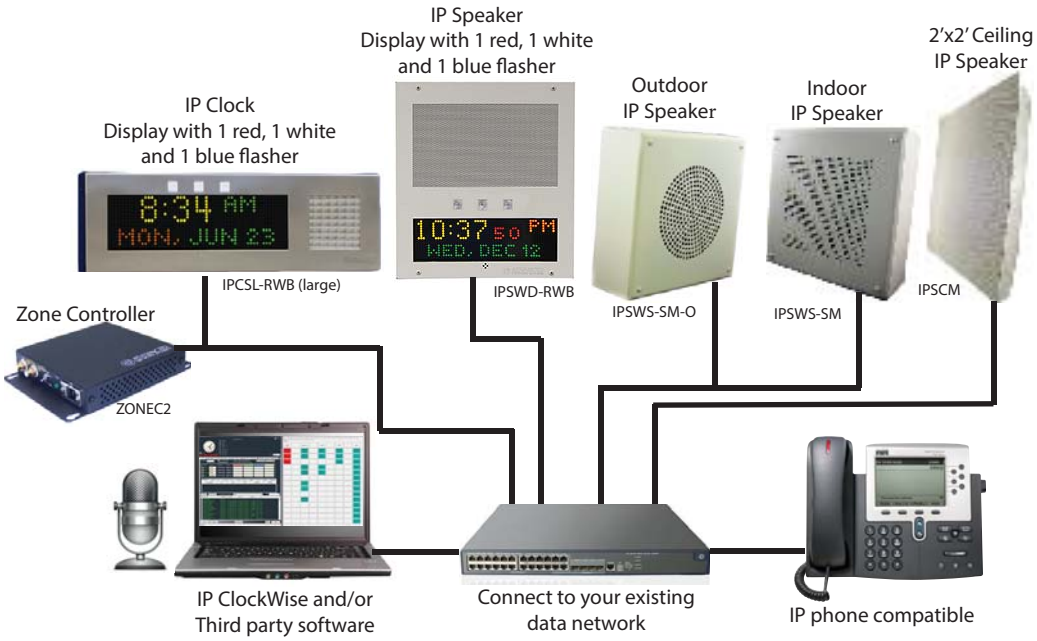
AND IP Endpoints are totally configurable; parameters such as brightness, volume, font, and servers can be adjusted via a web browser. The web server allows for status and monitoring of server connections, audio streams, and sensor data.

Flexibility

In addition to audio, AND IP Endpoints offer a signboard for synchronized time and scrolling text communications. Use the LED screen for messages in configurable fonts and colors for reminders, alerts, advertising, or RSS feeds.

SIP Enabled Endpoint

AND Endpoints are designed to connect to any VoIP phone system for full SIP integration.



Advanced Innovation

Can your bell system help in an emergency?

Bell scheduling, intercom and mass notification in one device

Advanced Network Devices are built and designed with multifunction in mind. The combination of a signboard, microphone, and speaker, in one device, allows for replacement of your synchronized clock system, public address system and bell scheduler.

The assignment of priorities allows you to use your mission critical notification system for everyday announcements and bells with peace of mind.

Should an emergency notification be needed, the message can be assigned a priority of 1. A priority of 1 tells the device to abort all current and previously scheduled messages to deliver the emergency message.

Integrating your system one step further becomes possible with the use of the GPIOs (general-purpose input/output) provided on all Advanced Network Devices' endpoints. Connect to pro AV systems in your auditoriums, and smartboards to shut off audio when emergency pages are made.

Bell Scheduling

TONES & AUDIO
IP based bell scheduling allows for segmentation of bells by school, wing or classroom. Preload altered schedules, early releases, late starts, and assemblies.

COUNTDOWN TIMER
Leverage the built in countdown timer. Combine with the tones and bells for smooth operation of class schedules.

- Ring a predetermined tone to end the period
- Begin a countdown for the passing period
- Schedule text color change for the final 30 seconds (i.e. change to red)
- Ring the final passing period ending bell

Hands-Free 2-Way

Advanced Network Devices' call button kit (AND-BTN-KIT-1) allows for hands free, full-duplex communications.

Connect the IP endpoint via SIP to your IP phone network and talk from office to classroom and classroom to office at the push of a button.

Program the button to recognize two commands. Push once to talk to the office; push and hold to connect to campus or district security.

Leverage Existing System

ZONE CONTROLLER 2
Advanced Network Devices' zone controller allows you to take advantage of your existing analog system and integrate with IP devices and Software.

Connecting the zone controller to your existing speaker system's amplifier allows you to realize many of the same benefits of IP with your existing hardware.

Arecont Vision®
Authorized Distributor

425 E. Colorado St., 7th Floor
Glendale, CA 91205
Phone: +1.818.937.0700
Fax: +1.818.0464

May 14, 2018

Ed Coleman
Chief Operating Officer
X-act Technology Solutions, Inc
1920 Hillhurst Ave #1134
Los Angeles, CA. 90027
Lic# 726924 C-10
Email: ed@xactts.com
P: 818-465-6765 F: 818-922-8520

To Whom It May Concern,

This letter is provided to your office as a confirmation that X-act Technology Solutions, Inc. is an authorized dealer and reseller of Arecont Vision products. X-act Technology Solutions, Inc. is authorized to sell, install, and service Arecont Vision products in all states and territories that they have a valid security license for.

If there are any questions, feel free to contact me at +1.818.937.2134.

Sincerely,

Diana Cooper
Senior Manager, Sales Operations
dcooper@arecontvision.com

Education: K-12

Ernie Ace Velayo
Regional Sales Manager - Southwest
+1.916.534.6049 I Evelayo@arecontvision.com

Steve McGlasson
Regional Sales Director - Southwest
+1.858.602.2525 I Smcglasson@arecontvision.com

Made in USA Compliance

- Arecont Vision manufactures megapixel cameras that are designed and manufactured in the USA and are qualified & treated as domestic end product by US Government policies & legislation
  - The **Presidential Executive Order** on Buy American and Hire American
    - *More info: http://tinyurl.com/kygg3bs*
  - The **Buy America Act** (41 U.S.C. §§ 8301-305)
    - *More Info: http://tinyurl.com/ya3peh8z*
  - Federal Trade Commission **Made in USA Compliance Standard**
    - *More info: http://tinyurl.com/y8st5kra*

Arecont Vision® Megapixel Cameras Meet the Requirements of Presidential Executive Order on Buy American

June 26th, 2017

Download document: EN

Glendale, CA (June 26, 2017) – Arecont Vision®, the industry leader in IP-based megapixel camera technology, has announced that its IP megapixel surveillance cameras meet the requirements of the April 18, 2017 Presidential Executive Order on Buy American and Hire American for manufactured goods. Arecont Vision is the only US-owned company making video surveillance cameras in the country.

"Arecont Vision is an American company that designs and builds customer-proven, award-winning megapixel surveillance cameras here in the USA, qualifying under President Trump's recent Executive Order for manufactured goods," said Scott Schafer, Executive Vice President, Arecont Vision. "The company has contributed more to the development of the megapixel camera industry through innovative design, outstanding quality, and advanced capabilities than any other vendor. Arecont Vision cameras are used by government and commercial customers for surveillance projects across a wide range of requirements."

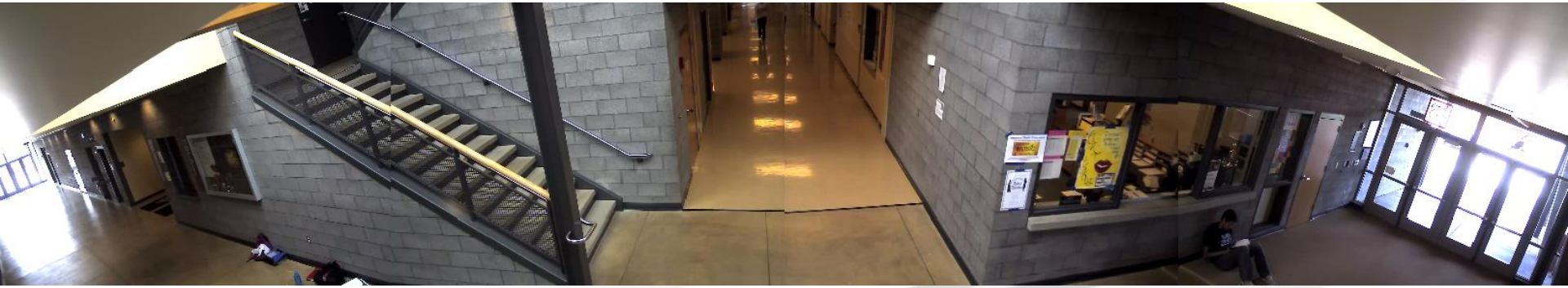
Arecont Vision designs and assembles its products at the company's headquarters and R&D facilities in Glendale, CA. The company-designed circuit boards used in each camera are built in Los Angeles county with a Field Programmable Gate Array (FPGA) integrated circuit at their core. The FPGA is used to run the Arecont Vision-developed Massively Parallel Image Processing (MPIP) architecture, which is now in its 5th generation of development. The MPIP architecture reduces the cybersecurity risks and hidden backdoors that common embedded operating systems and licensed code or chipsets may provide in surveillance cameras from other vendors. The architecture also extends the useful life of Arecont Vision cameras by allowing new features and security updates to be applied after installation for increased customer value and protection.

Arecont Vision builds a comprehensive selection of American-made, feature-rich, single- and multi-sensor megapixel surveillance cameras for indoor/outdoor and day/night use. Arecont Vision cameras are integrated with the industry's leading Video Management System (VMS) and Network Video Recorder (NVR) platforms to deliver world class video surveillance systems that address customer requirements.

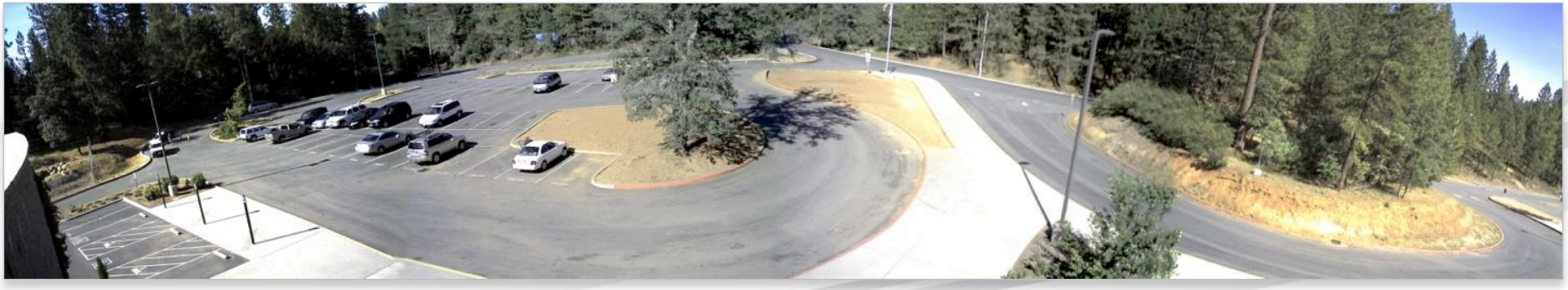
Arecont Vision cameras are available from the industry's leading security systems integrators and dealers, and are proven in hundreds of thousands of government and commercial video surveillance projects.

More info about this press release: https://goo.gl/ErhWCC

Situational Awareness



Situational Awareness



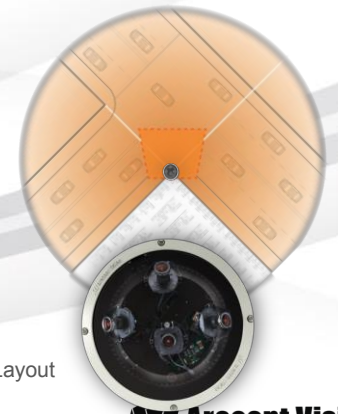
Situational Awareness

After:

Arecont Vision® AV12176DN

in daytime

270° coverage plus a shot straight down!



270° Corner Layout

Made in the USA

Arecont Vision®
Leading the Way in Megapixel Video™

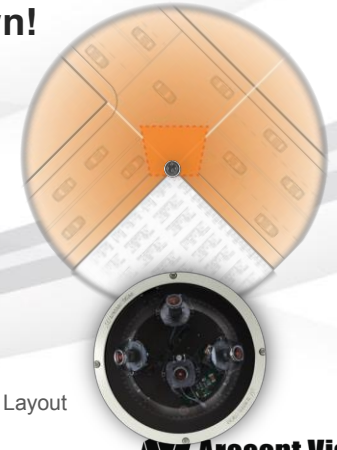
Situational Awareness

After:

Arecont Vision® AV12176DN

at night with lights on

270° coverage plus a shot straight down!

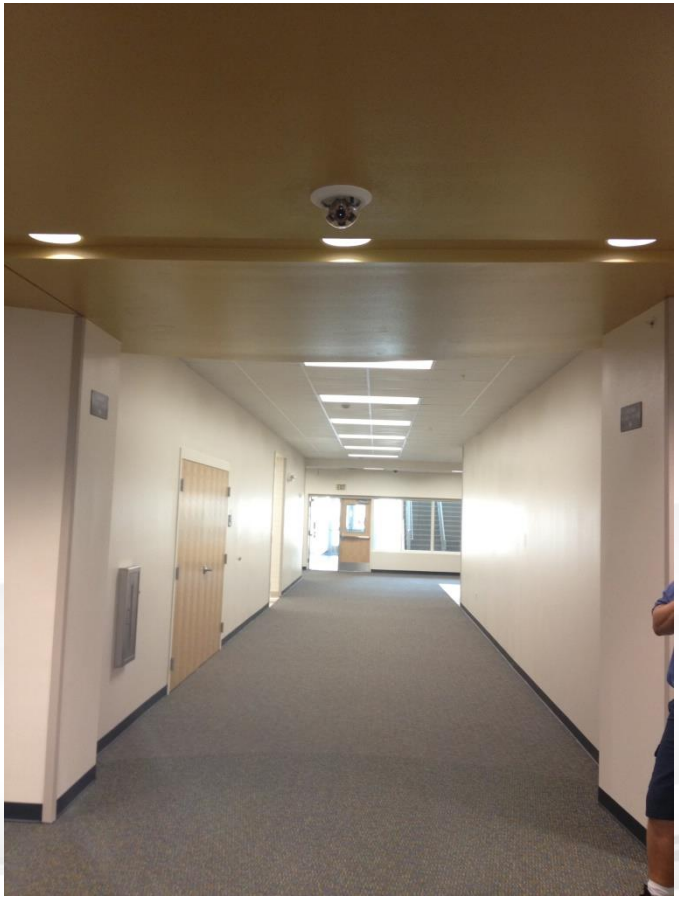


270° Corner Layout

Made in the USA

Arecont Vision®
Leading the Way in Megapixel Video™

K-12 Surveillance



X-act Technology Solutions
1920 Hillhurst Ave #1134
Los Angeles, CA 90027
(818) 465-6765

5/7/18

Mr. Ed Coleman,

It is my pleasure to welcome X-act Technology Solutions, Inc to the Hikvision Dealer Partner Program. Here at Hikvision, we are committed to providing end-to-end solutions that address your customers' needs, whether they are a small-to-medium size business or an enterprise-level client. We are here to help you be even more successful and, most importantly, profitable!
Our goal is to create the most positive experience for you as a Platinum Hikvision Dealer Partner (HDP). Please find above your HDP number(s) for your preferred distributor(s) and the name and contact info for your regional sales manager. You can learn more about your benefits as a partner by visiting the HDP page on our website at http://overseas.hikvision.com/us/AE/HDP.html. Please visit www.hikvision.com/en/us for more information about our products and services.
Your feedback is important to us. We encourage you to contact us with ideas for future program benefits, joint marketing efforts, or joint sales calls to your end users. Success is not independent, it's interdependent. We welcome any opportunity to partner with you to further our mutual success.

As a Certified installer we are here to add value with free training on all of our products.

Thank you for being a valued Partner,

Jim Matheson

Jim Matheson

Regional Sales Manager- Southern California
(619) 316-8435

DS-2CD6986F-H

8 MP Multi-Imager Panoramic Dome Camera

DarkFighter

- **Panoramic Camera**
- **Up to 8 MP Resolution (4 x 2 MP Sensors)**
- **1/1.8" Progressive Scan CMOS**
- **4 x 5 mm Fixed Lenses**
- **180° Horizontal View (Stitched Image)**
- **Ultra-Low Light, Slow Shutter**
- **1 Edge Storage MicroSD Slot, 128 GB**
- **24 VAC/PoE+ (802.3at)**
- **Audio/Alarm I/O**
- **IP66 and IK10 Protection**
- **Heater and Fan**

The Hikvision DS-2CD6986F-H 8 MP Multi-Imager Panoramic Dome Camera offers a full 180 degree view, stitched together from its four 2 MP cameras.

Four 5 mm lenses provide an ultra-wide image to address the most demanding situations. A maximum resolution of 4096 x 1800 means high detail at up to 30 frames per second (fps). A built-in microSD/SDHC/SDXC slot that supports up to 128 GB provides on-board storage.

The DarkFighter Series ultra-low light Smart cameras are able to capture high quality color images in dim light environments. DS-2CD9686F-H offers full HD resolution with PoE, defog, and 3D DNR to meet a wide variety of applications.

IK10 and IP66 certifications protect the camera from impact and inclement weather.

Available Models: DS-2CD6986F-H

Specifications

	DS-2CD6986F-H	
Camera		
Image Sensor	1/ 1.8" progressive scan CMOS	
Minimum Illumination	Color: 0.002 lux @ ƒ/1.4 AGC on; B/W: 0 lux with IR	
Shutter Speed	1/25s to 1/100,000s	
Slow Shutter	Yes	
Lens	5 mm x 4, pan: 180°, tilt 78.4°	
Angle Adjustment	Pan: 0° to ~360°, tilt: 45° to ~90°	
Lens Mount	CS	
Day/Night	IR cut filter with auto switch/schedule/triggered by alarm	
WDR	Digital	
Compression Standards		
Video Compression	H.264+/H.264/MJPEG	
H.264 Type	Baseline/Main/High Profile	
Video Bit Rate	32 Kbps to 16 Mbps	
Dual Streams	Yes	
Audio Compression	G.711 (64 Kbps)/G.722.1 (16 Kbps)/G.726 (16 Kbps)/MP2L2 (32 to 192 Kbps)/AAC/PCM (16 to 64 Kbps)	
Image		
Maximum Resolution	4096 x 1800	
Frame Rate	Mode 1:	Main Stream: 30 fps (4096 x 1800, 3840 x 1680) Sub Stream: 30 fps (704 x 320)
	Mode 2:	Main Stream: 24 fps (2400 x 3840), 30 fps (1200 x 1920) Sub Steam: 30 fps (480 x 768, 320 x 512)
Image Settings	Saturation, brightness, contrast, sharpness adjustable by client software or Web browser	
Back Light Compensation	Yes, zone configured	
Region of Interest (ROI)	Yes, 4 regions	
Digital Noise Reduction	3D DNR	
Defog	Yes	
Network		
Network Storage	NAS (supports NFS, SMB/CIFS), ANR	
Alarm Triggers	Motion detection, tamper alarm, network disconnect, IP address conflict, storage exception	
Protocols	TCP/IP, UDP, ICMP, HTTP, HTTPS, FTP, DHCP, DNS, DDNS, RTP, RTSP, RTCP, PPPoE, NTP, UPnP, SMTP, SNMP, IGMP, 802.1X, QoS, IPv6, Bonjour	
Security	Three level user authentication, password authorization, HTTPS and SSH certificate, IEEE802.1X, basic and digest authentication, watermark, IP address filtering, log-in lockout	
Standards	ONVIF (PROFILE S, PROFILE G), PSIA, CGI, ISAPI	
Interface		
Communication	1 RJ-45 10M/100M Ethernet port, RS-485 interface	
On-Board Storage	Built-in microSD/SDHC/SDXC slot, up to 128 GB	
Alarm	1x I/O (up to 24 VDC 1A or 110 VAC 500 mA)	
Audio	1 x 3.5 mm jack, audio in (mic in/line in)/out interface	
General		
Operating Conditions	-30° C to 60° C (-22° F to 140° F), humidity 95% or less (non-condensing)	
Power Supply	24 VAC ±10%, PoE+ (802.3at) UL/cUL Listed	
Power Consumption	Maximum 22 W	
Protection Level	IEC60068-275Eh, 20J; EN50102, up to IK10, IP66	
Dimensions	Φ7.68" × 6.26" (Φ195 mm × 159 mm)	
Weight	2850 g (6.28 lbs)	

Accessories

WML
Long Wall Mount w/Back Box

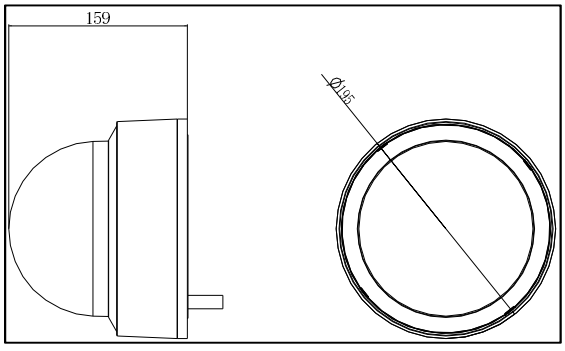
PC210
Pendant Cap

CM
Corner Mount

PM
Pole Mount

Conduit Base
Included with Camera

Dimensions



HIKVISION
Hikvision USA Inc., 18639 Railroad Street, City of Industry, CA 91748, USA • Hikvision Canada, 4485 Dobrin, St-Laurent, Quebec, Canada, H4R 2L8
Tel: +1-909-895-0400 • Toll Free in USA: +1-866-200-6690 • E-Mail: sales.usa@hikvision.com • www.hikvision.com
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FTSI Federal Technology Solutions Inc.

Magnolia Public Schoolst

MSA-1 Cabling Services 2018

Developing Advanced Technology Solutions for Your Organization

RFP Response
Due: November 9th, 2018 @ 5:00 p.m.

Proposal Prepared for:

Magnolia Public Schools
250 East First Street #1500
Los Angeles, CA 90012

Proposal Submitted by:

Federal Technology Solutions, Inc.
1828 Railroad
Corona, CA 92880
(951) 808-9660
Email: treyb@federalsales.com

MAGNOLIA PUBLIC SCHOOLS

www.federalsales.com | 800-255-7708

Cover Letter

Magnolia Public Schools
Rasul Monoshev, MSP IT Director
250 East First Street, Suite #1500
Los Angeles, CA 90012

Dear Mr. Monoshev,

On behalf of Federal Technology Solutions, Inc. we are pleased to submit the following proposal to Magnolia Public Schools. We have read and summarized our understanding of your initiatives in our proposal response to your bid MSA-1 Cabling Services 2018.

Federal Technology Solutions, Inc., a dedicated telecommunications company serving K-12, Higher Education, Local and State Government organizations, has a proven ability to tailor solutions to meet the specific objectives and requirements.

FTSI fully understands the District's requirements for this project and is fully prepared to provide the staffing and project commencement resources necessary to ensure the timely project completion in compliance and accepts the terms of your bid MSA-1 Cabling Services 2018.

Our team and I look forward to discussing our proposal with you in greater detail as you've had an opportunity to review all of the responses and to begin generating questions. Please contact me Trey C. Beahm, at treyb@federalsales.com; or via telephone at (951) 808-9660 for further follow up.

Thank you again for the opportunity to serve you. We look forward to your feedback and a favorable review of our response.

Sincerely,

Trey C. Beahm
Vice President, Operations/Chief Financial Officer

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Manufacturer Certifications .....

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Section 1 – Pricing for Products and Services

FEDERAL TECHNOLOGY SOLUTIONS INC.

1828 Railroad St.
Corona, CA 92880 O. 951-808-9660

Quotation

Installation Site:

Magnolia Science Academy-1 Cabling Services
18220 Sherman Way, Reseda CA 91335
January 15th , 2019-Febrauary 30th , 2019

Customer:

Magnolia Public Schools
250 E. 1st Street Suite 1500
Los Angeles, CA 90012
Attn: Rasul Monoshev, MPS IT Director

Today's Date: November 09, 2018

#	Description	Part No.	QTY	UNIT	LABOR	MATERIAL	Tax @ 9.50%	TOTAL
2	**Item 1: Cabling Price per CAT6 Drop (Per Plan) 220 CAT6**							
1	CAT6 CMP Cabling	77-246-2B	220	EA	$ 15,692.05	$ 11,880.00	$ 1,128.60	$ 28,700.65
2	CAT6 CMP Cabling (15-20)	6A-246-2B	20	EA	$ 832.15	$ 960.00	$ 91.20	$ 1,883.35
3	CAT6 Connectors	OR-KT2J6	220	EA	$ 1,046.14	$ 934.56	$ 88.78	$ 2,069.48
4	4 Port faceplates	Faceplates	151	EA	$ 718.03	$ 407.70	$ 38.73	$ 1,164.46
5	J-Hooks Cable supports provided per others per addendum				$ -	$ -	$ -	$ -
6	Cable Certification and Testing	Testing / Labeling	220	EA	$ 784.60	$ 264.00	$ 25.08	$ 1,073.68
7	CAT6 Patch Panel 110 Type 48 Port	OR-SP6U48	2	EA	$ 106.99	$ 379.63	$ 36.07	$ 522.69
8	CAT6 Patch Panel 110 Type 24 Port	OR-SP6U24	1	EA	$ 53.50	$ 209.16	$ 19.87	$ 282.53
25					$ -	$ -	$ -	$ -
					$ 19,233.47	*$ 15,035.05*	*$ 1,428.33*	*$ 35,696.85*
2	**Item 2: 150 Feet Fiber Cabling between new and old Bldg.**							
1	6 Strand OM3 Fiber	44006NG01 OFNP	150	FT	$ 713.28	$ 90.00	$ 8.55	$ 811.83
2	LC MULTI MODE FIBER CONNECTOR	OR-205KAN9GA-MM	12	EA	$ 142.66	$ 75.60	$ 7.18	$ 225.44
3	FIBER ENCLOSURE 2U	OR-EC02U-C	1	EA	$ 142.66	$ 158.30	$ 15.04	$ 316.00
4	LC Panel 6 Port	OR-OFP-LCD12LC	2	EA	$ 71.33	$ 138.67	$ 13.17	$ 223.17
5	Fiber Testing and Certification	Testing	6	EA	$ 71.33	$ 7.20	$ 0.68	$ 79.21
6					$ -	$ -	$ -	$ -
25					$ -	$ -	$ -	$ -
					$ 1,141.24	*$ 469.78*	*$ 44.63*	*$ 1,655.65*
2	**Item 3: 40 Feet Fiber Cabling between Floors**							
1	6 Strand OM3 Fiber	44006NG01 OFNP	40	FT	$ 190.21	$ 22.56	$ 2.14	$ 214.91
2	LC MULTI MODE FIBER CONNECTOR	OR-205KAN9GA-MM	12	EA	$ 142.66	$ 75.60	$ 7.18	$ 225.44
3	FIBER ENCLOSURE 2U	OR-EC02U-C	1	EA	$ 142.66	$ 158.30	$ 15.04	$ 316.00
4	LC Panel 6 Port	OR-OFP-LCD12LC	2	EA	$ 71.33	$ 138.67	$ 13.17	$ 223.17
5	Fiber Testing and Certification	Testing	6	EA	$ 71.33	$ 7.20	$ 0.68	$ 79.21
6					$ -	$ -	$ -	$ -
25					$ -	$ -	$ -	$ -
					$ 618.17	*$ 402.34*	*$ 38.22*	*$ 1,058.73*
2	**Item 4: 20 Security Cameras with 8TB NVR and Mounting Services**							

1	Model: VLR-10TB-A-RK	Vicon Security	1	EA	$ 1,165.02	$ 5,400.00	$ 513.00	$ 7,078.02
2	Valerus Pro License: Single Edge new lic.for use with Vicon Cameras	VLR-VPRO-LIC	20	EA	$ -	$ 1,800.00	$ 171.00	$ 1,971.00
3	Vandal Microdome: 2 MP ; H.264/H.265 Includes day/nght camera IR	V82D-281R	20	EA	$ 2,853.10	$ 4,320.00	$ 410.40	$ 7,583.50
4	Mounting Hardware and Consumables		1	EA	$ 285.31	$ 330.00	$ 31.35	$ 646.66
5	Configuration Service		1	EA	$ 1,711.86	$ -	$ -	$ 1,711.86
25					$ -	$ -	$ -	$ -
					$ 6,015.29	*$ 11,850.00*	*$ 1,125.75*	*$ 18,991.04*
2	**Item 5: The Bell system for the whole campus (Old and New Bldg) and Mounting service for 45 rooms total and 2 outside Horns**	**ITEM 5 NO BID**						
1	No BID		-	-	$ -	$ -	$ -	$ -
25	Need more detail and floor plan of old facility to do design application-Unable to bid at this time				$ -	$ -	$ -	$ -
					$ -	*$ -*	*$ -*	*$ -*
2	**Item 6: Server Rack to Host Blade Servers in MDF**							
1	Lockable Closed deep Server Rack to Host Blade Servers in MDF	GF-22A420-CB	1	EA	$ 570.62	$ 2,009.94	$ 190.94	$ 2,771.50
2	Installation Hardware		1	EA	$ 1,141.24	$ 150.00	$ 14.25	$ 1,305.49
3	CHATSWORTH CABINET 45U				$ -	$ -	$ -	$ -
25					$ -	$ -	$ -	$ -
					$ 1,711.86	*$ 2,159.94*	*$ 205.19*	*$ 4,076.99*
2	**Item 7: Open Rack for Cable organizing and switches in MDF**							
1	2 POST RACK	OR-19-84-T2SDB	1	EA	$ 570.62	$ 174.00	$ 16.53	$ 761.15
2	Harware		1	EA	$ 71.33	$ 78.00	$ 7.41	$ 156.74
3					$ -	$ -	$ -	$ -
4					$ -	$ -	$ -	$ -
25					$ -	$ -	$ -	$ -
					$ 641.95	*$ 252.00*	*$ 23.94*	*$ 917.89*
2	**Item 8 IDF Racks to Host networking switches and cabling oraganizers**							
1	2 Post Racks	OR-19-84-T2SDB	2	EA	$ 1,141.24	$ 348.00	$ 33.06	$ 1,522.30
2	Cabling Organizers	Organizers	2	EA	$ 285.31	$ 828.00	$ 78.66	$ 1,191.97
3					$ -	$ -	$ -	$ -
24					$ -	$ -	$ -	$ -
25					$ -	$ -	$ -	$ -
					$ 1,426.55	*$ 1,176.00*	*$ 111.72*	*$ 2,714.27*
2	**Item 9 25FT HDMI Cables and Running cables from teacher corner to the whiteboard (Conduits will be provided for it, I.e. no conduit job needed)**							
1	HDMI Cables (Complete Install per details)		25	EA	$ 2,674.78	$ 2,250.00	$ 213.75	$ 5,138.53
2					$ -	$ -	$ -	$ -
3					$ -	$ -	$ -	$ -
25					$ -	$ -	$ -	$ -
					$ 2,674.78	*$ 2,250.00*	*$ 213.75*	*$ 5,138.53*

2	**Item 10**							
1	Buzzing System for front and back outside doors	Aiphone System	2	EA	$ 6,847.44	$ 2,936.30	$ 278.95	$ 10,062.69
2	Conduit will be provided				$ -	$ -	$ -	$ -
3	Includes buttons to talk, cameras to see who is out there				$ -	$ -	$ -	$ -
4	There will be a screen in main lobby where school should be able to see				$ -	$ -	$ -	$ -
5	and talk to people before letting them into the building				$ -	$ -	$ -	$ -
6	Installation Harware		1	EA	$ -	$ 180.00	$ 17.10	$ 197.10
25					$ -	$ -	$ -	$ -
	Sub-Total:				*$ 6,847.44*	*$ 3,116.30*	*$ 296.05*	*$ 10,259.79*
2	**Item 11**							
1	Viewsonic Interactive Display Board 65"	IFP7550	20	EA	$ 2,853.10	$ 65,351.76	$ 6,208.42	$ 74,413.28
2	Viewsonic Interactive Display Board 75"	IFP6560	20	EA	$ 2,853.10	$ 73,199.76	$ 6,953.98	$ 83,006.84
3	Shiiping Charges		1	EA	$ -	$ 756.00	$ 71.82	$ 827.82
25					$ -	$ -	$ -	$ -
	Sub-Total:				*$ 5,706.20*	*$ 139,307.52*	*$ 13,234.21*	*$ 158,247.94*
2	**Item 12**							
1	Interactive Displays and Mounting service for Item 11	Diversitrack Hover Mount	20	EA	$ 2,853.10	$ 8,280.00	$ 786.60	$ 11,919.70
2					$ -	$ -	$ -	$ -
25					$ -	$ -	$ -	$ -
	Sub-Total:				*$ 2,853.10*	*$ 8,280.00*	*$ 786.60*	*$ 11,919.70*
				TOTAL:	**$ 48,870.05**	**$ 184,298.93**	**$ 17,508.40**	**$ 250,677.38**

Tax 9.50%

Quote is valid for 60 days from above date.

All Labor and Material is guaranteed for 1 year from from acceptance date. (4% Price increase Yearly to cover material increase cost)

You are hereby authorized to furnish all material, equipment and labor required to complete the work described in the proposal for which the undersigned agrees to pay the amount stated in said proposal and according to the terms thereof. Any change involving extra cost of labor or materials will be executed only after submission and acceptance of written change.

DATE:_____ 2018 SIGNATURE_____

Section 2 – Proposed Solution

FTSI is proposing an Superior Essex/Ortrnoics Solutions to meet the telecommunications needs of the District.

FTSI acknowledges the District's Construction Schedule for January-February 2019, can be accommodated, as specified in the RFP.

Please note, any low voltage systems that have not been clarified will be reviewed with the District prior to any trade work.

FTSI qualifies to install low voltage systems per the RFP, the systems that were selected as No Bid,could be evaluated post award and proposed a cost effective solution, to meet the Districts needs.

Exclusions to this bid:

- Any electronic hardware not specified in the RFP.
- Any conduit and J-hook support as specified in the RFP.

Detailed Implementation Strategy

- Project Meeting and Introduction (Pre-Construction)
- Procurement (Purchasing Planning and Lead times)
- Create Project Schedule and Installation tracking
- Project Meeting with Project Managers, Site Foreman and Technicians (Everyone Understanding the project and Objective)
- Site Survey of each School and IDF location prior to Job start. (This in order to prevent any unforeseen issues)
- IDF Cabinet Cut over approach- We believe with the proposed Cabinet(IDF) types this will eliminate many difficulties with the cut over by having removable glands on the sub-panels permitting easy access for existing cabling and Patch panels
- Daily tracking and Reports will be submitted to the District IT Staff (This in order to keep them informed of any issues so they could be resolved first thing)
- Trash Disposal and daily clean up log sheet will be implemented.
- Weekly Meetings will be established with the District in order to make sure we are on track with our completion time line.
- Upon completion of each IDF Cut-Over we will perform Quality control reports (Fiber-Copper-Switches-Misc. Devices-Labeling)
- Upon completion of each site we will prepare the required close-out documentations.

- Final close out Meeting with the District and Performance reports upon complete of the Project.

Section 3 – Company Profile – Federal Technology Solutions, Inc.

Since 2001, FTSI has been a leader in the the industry as a small minority owed company. FTSI has successfully collaborated with many federal, state, and local government customers, providing IT security, wireless networks, outside plant construction, engineering and design, cabling and IT solutions to meet the unique needs of our customers. For each project, FTSI utilizes technical staff to provide professional design, construction and technological services and products utilizing the most up to date technology, to support and enhance the work of our customers, and ultimately the end users. FTSI is fully able to provide IT commodity and commodity solutions to all of customers.

FTSI has excellent relationships with School Districts, including E-RATE Customers, including:

- **Santa Ana Unified School District**
- **Irvine Unified School District**
- **Newhall Unified School District**
- **Long Beach Union School District**
- **Menifee Unified School District**
- **Ocean View Unified School District**
- **Anaheim Union School District**
- **Covina Valley Unified School District**
- **Murrieta Valley Unified School District**
- **El Camino Community College District**
- **University of California, Los Angeles**
- **California State University, Long Beach**

Additionally, we have had the unique opportunity to support the various domains within the branches of the US government. Our non-exhaustive list of government clients include, the US Coast Guard, Defense Information System Agency, Federal Reserve Bank, 29 Palms Marine Corps, StratCom, Offutt Air Force Base, NE, SPAWAR, US Marine Corp. Bases in Camp Pendleton, Miramar, 29 Palms, Yuma, AZ, and US Army Corps of Engineers, to name a few.

FTSI has a multidisciplinary team within the organization, which utilizes all of the professional experience to adequately review our application process and the referrals of available positions. This is accomplished through FTSI's long-standing expertise in the field of applying acceptable standards and the continued education for which is required to complete our work on schedule. Many of our leadership staff has started their career in the field and is very accustomed to understanding the skill level of appropriate candidates for specific positions.

FTSI Principal Lines of Business – Technology Solutions

We design, engineer, construct, install and maintain all voice, data, video and utility infrastructure for public and private businesses, local and regional municipalities, and state, federal and military government agencies.

» Engineering and Design Services

- CADD Design & Plan Development
- Specifications & Technical publication
- LAN,MAN, & WAN Design
- Voice, data, video & control applications
- Site survey
- Project & Program Management

» Premise Wiring

- Voice, Data, Video & Control
- Broadband & baseband
- Copper, Coax , Fiber & Control
- PBX & electronic key systems
- Voice mail, ACD & other services
- LAN design
- LAN administration
- System integration
- System testing
- System documentation

» Wireless Networks

- Architectural/ engineering design
- Project management
- Site/building construction
- Electrical & grounding
- Lighting protection
- Tower erection
- Antenna Installation
- Equipment shelter installation
- End-to-end testing
- Site/system maintenance

» Outside Plan Construction

- Telephone, CATV, data & control
- UTP, coaxial, optic fiber & control
- Air-blown fiber optic
- Aerial, underground & buried cable
- Trenching and plowing
- Directional boring
- Splicing
- Poles, manholes and cabinets
- Drip cable placing
- Surface restoration

» Utility Construction

- Electrical
- Trenching
- Directional boring
- Asphalt & concrete restoration
- Utility right of way clearing
- Electric transmission & distribution
- Erection of poles & towers
- Substation construction

» Additional Services

- Structured Cabling
- ISP/OSP Construction
- Wireless Networks
- Classified Wireless Networks & Classified Networks (DoD, DREN)
- Access Control & IDS
- CCTV
- Perimeter Security
- Classified Networks
- Audio Video Systems
- OSP Communication SVCS

References:

Customer Name:	Baldwin Park Unified School District
Contract Title:	18-7 Intermediate Distribution Frame (IDF)
Name of Reference:	Sandra Collins, Supervisor, Purchasing Services Department
Contact Information of Reference:	(626) 856-4226 sdcollins822@bpusd.net
Contract Value:	$ 262,994.00
Date of Completion:	6/12/2018-9/30/2018
Place of Performance:	Multiple Schools in the District
Description of Work Completed:	Telecommunications structured cabling work involving outside and inside plant fiber and low voltage systems trade work

Reference #2

Customer Name:	Murrieta Valley Unified School District
Contract Title:	Network Infrastruture Upgrades - Phase One
Name of Reference:	Joanyn Pearce-Miller, Purchasing
Contact Information of Reference:	(951) 696-1600 x1078 jpearce-miller@murrieta.k12.ca.us
Contract Value:	$ 463,894.53
Dates of Performance:	6/13/2018-8/31/2018
Place of Performance:	Various Schools within the District
Description of Work Completed:	Telecommunications structured cabling work involving outside and inside plant fiber and low voltage systems trade work

Reference #3

Customer Name:	Covina Valley Unified School District
Contract Title:	Installation of Clocks and Speakers Districtwide; Bid #17-18-110
Name of Reference:	Robin Harbert, Assistant Director of Purchasing
Contact Information of Reference:	626.974.7000 rharbert@c-vusd.org
Contract Value:	$453,313.00
Dates of Performance:	7/2018-10/2018
Place of Performance:	Schools within the District
Description of Work Completed:	Installation of Clocks and Speakers Districtwide

Reference #4

Customer Name:	Santa Ana Unified School District
Contract Title:	Santiago E-rate 18 Wireless
Name of Reference:	Bob Chavez, Assistant Director. Network & Computer Support Services
Contact Information of Reference:	(562) 882-7073 bob.chavez@sausd.us
Contract Value:	$ 188,846.00
Dates of Performance:	5/1/2016-10/16/2016
Place of Performance:	Various Schools within the District
Description of Work Completed:	Infrastructure Cabling & Equipment Upgrade

Corporate Headquarters:
1828 Railroad
Corona, CA 92880
(951) 808-9660 Main
(951) 808-9703 FAX
www.federalsales.com

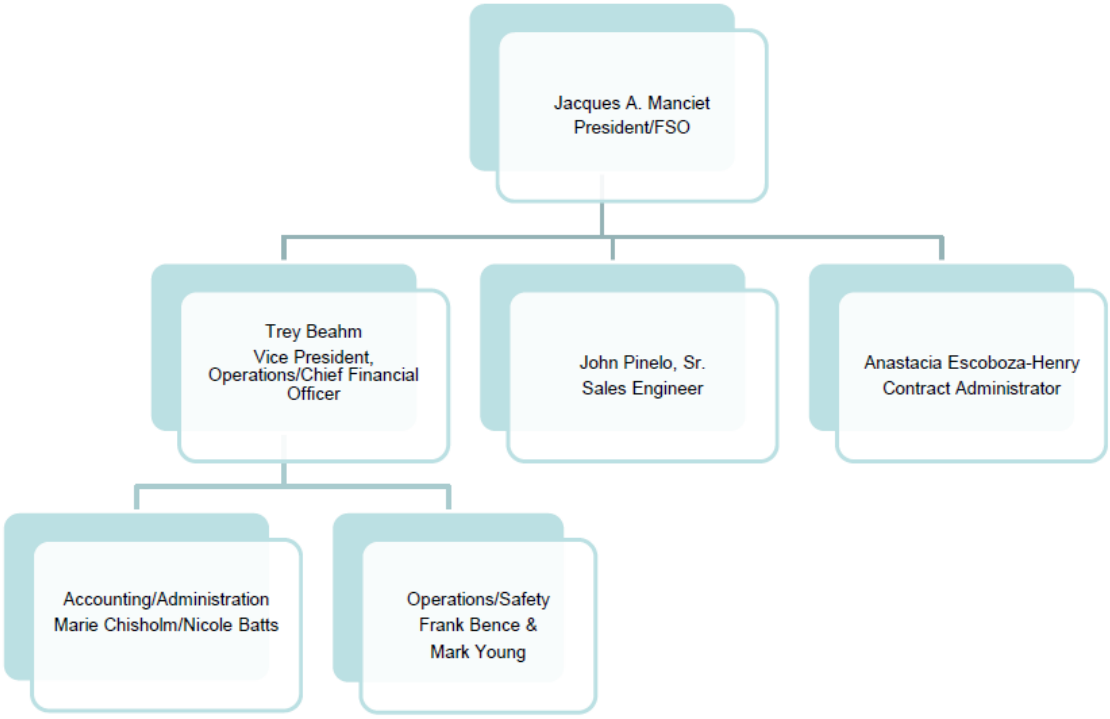
Title	Reference Number
Legal Status	S-Corp, State of California
California Contractor's License Number for B & C-7 and C-10,	865369, Expires October 31, 2019
Federal Tax ID #	80-0080967
California Resale/Retailer Permit	SREAA 100-361622
SPIN #	143031792
FRN #	0020516449
California State ID	C2526533
California Department of Industrial Relations Registration Number	1000003927, Expires June 30, 2019
Staffing	44 Full Time Employees

FTSI Personnel:

Name	Title	Email	Phone
Jacques A. Manciet	President	jackm@federalsales.com	(951) 808-9660 x100
Trey Beahm	Chief Financial Officer & Vice President Operations	treyb@federalsales.com	(951) 808-9660 X101
John Pinelo, Sr.	Sales Engineer	johnp@federalsales.com	(951) 808-9660 x106
Michael Beahm	Project Manager	michaelb@federalsales.com	(951) 808-9660
Frank Bence	Project Manager	frankb@federalsales.com	(951) 808-9660 x109
Mac Hernandez	Superintendent	mach@federalsales.com	(951) 808-9660 x108

FTSI Federal Technology Solutions Inc.

Organizational Chart



STATE OF CALIFORNIA
dca
DEPARTMENT OF CONSUMER AFFAIRS

CONTRACTORS
STATE LICENSE BOARD
ACTIVE LICENSE

License Number **865369**

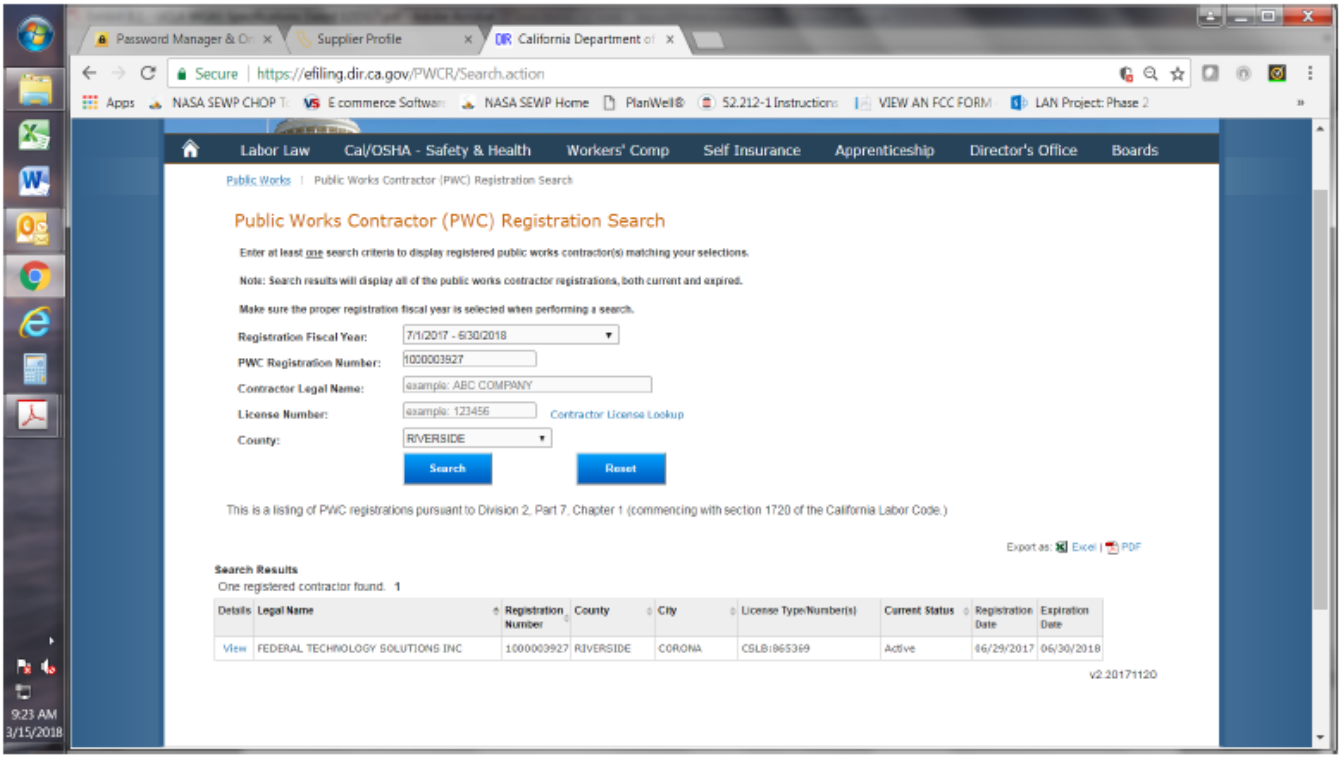
Entity CORP

Business Name FEDERAL TECHNOLOGY SOLUTIONS INC

Classification(s) B C10 C-7

Expiration Date 10/31/2019

www.cslb.ca.gov


Password Manager & On
Supplier Profile
California Department of
Secure | https://efiling.dir.ca.gov/PWCR/Search.action
Apps
NASA SEWP CHOP T
E commerce Software
NASA SEWP Home
PlanWell®
52.212-1 Instructions
VIEW AN FCC FORM
LAN Project: Phase 2
Labor Law
Cal/OSHA - Safety & Health
Workers' Comp
Self Insurance
Apprenticeship
Director's Office
Boards
Public Works | Public Works Contractor (PWC) Registration Search
Public Works Contractor (PWC) Registration Search
Enter at least one search criteria to display registered public works contractor(s) matching your selections.
Note: Search results will display all of the public works contractor registrations, both current and expired.
Make sure the proper registration fiscal year is selected when performing a search.
Registration Fiscal Year: 7/1/2017 - 6/30/2018
PWC Registration Number: 1000003927
Contractor Legal Name: example: ABC COMPANY
License Number: example: 123456
Contractor License Lookup
County: RIVERSIDE
Search
Reset
This is a listing of PWC registrations pursuant to Division 2, Part 7, Chapter 1 (commencing with section 1720 of the California Labor Code.)
Export as: Excel | PDF
Search Results
One registered contractor found. 1
Details | Legal Name | Registration Number | County | City | License Type/Number(s) | Current Status | Registration Date | Expiration Date
View | FEDERAL TECHNOLOGY SOLUTIONS INC | 1000003927 | RIVERSIDE | CORONA | CSLB:865369 | Active | 06/29/2017 | 06/30/2018
v2.20171120
9:23 AM
3/15/2018

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY): 3/22/2018

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER	CONTACT NAME: Noel Baxter
HMBD Insurance Services, Inc. 3633 East Broadway Long Beach CA 90803-6035	PHONE (A/C, No, Ext): (562) 439-9731 FAX (A/C, No): (562) 439-4453 E-MAIL ADDRESS: nbaxter@hmbd.com
	INSURER(S) AFFORDING COVERAGE / NAIC #
	INSURER A: Travelers Prop Cas Co of Amer. 25674
	INSURER B:
	INSURER C:
	INSURER D:
	INSURER E:
	INSURER F:
INSURED Federal Technology Solutions, Inc. 1828 Railroad Street Corona CA 92880	

COVERAGES CERTIFICATE NUMBER: 18-19 All Lines REVISION NUMBER:

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSR	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	GENERAL LIABILITY X COMMERCIAL GENERAL LIABILITY CLAIMS-MADE X OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: POLICY X PRO-JECT LOC			ZLP-51M54094	3/1/2018	3/1/2019	EACH OCCURRENCE DAMAGE TO RENTED PREMISES (Ea occurrence) MED EXP (Any one person) PERSONAL & ADV INJURY GENERAL AGGREGATE PRODUCTS - COMP/OP AGG	$ 1,000,000 $ 500,000 $ 10,000 $ 1,000,000 $ 2,000,000 $ 2,000,000
A	AUTOMOBILE LIABILITY X ANY AUTO ALL OWNED AUTOS SCHEDULED AUTOS X HIRED AUTOS X NON-OWNED AUTOS			BA-8G727446	3/1/2018	3/1/2019	COMBINED SINGLE LIMIT (Ea accident) BODILY INJURY (Per person) BODILY INJURY (Per accident) PROPERTY DAMAGE (Per accident)	$ 1,000,000 $ $ $
A	UMBRELLA LIAB X OCCUR X EXCESS LIAB CLAIMS-MADE DED RETENTION $			ZUP-71M51978	3/1/2018	3/1/2019	EACH OCCURRENCE AGGREGATE	$ 4,000,000 $ 4,000,000 $
A	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY Y/N ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? Y (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	N/A		0K25185A	3/1/2018	3/1/2019	X WC STATU-TORY LIMITS OTH-ER E.L. EACH ACCIDENT E.L. DISEASE - EA EMPLOYEE E.L. DISEASE - POLICY LIMIT	$ 1,000,000 $ 1,000,000 $ 1,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach ACORD 101, Additional Remarks Schedule, if more space is required)
Evidence of coverage

CERTIFICATE HOLDER	CANCELLATION
Evidence of coverage	SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS. AUTHORIZED REPRESENTATIVE Todd Miller/GOWENS

ACORD 25 (2010/05)
INS025 (201005).01

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The ACORD name and logo are registered marks of ACORD

Manufacturer Certifications

Corning Optical Communications
Network of Preferred Installers

Federal Technology Solutions Inc
(FTSI)

Certified Member

2018 Member in Good Standing

ConCert
CERTIFIED INSTALLER PLUS (CIP)

legrand®

Legrand acknowledges

Federal Technology Solutions Inc

of

Corona, California

is Certified at the
Certified Installer Plus (CIP) tier for the period

May 23, 2018 to December 31, 2018

This certification allows the installer to offer the nCompass Standard and Premium Performance Limited Lifetime Warranties for properly registered and approved projects in California.
Warranty for projects outside California must be pre-approved.

Director of Technical Support and Training

20054
Registration Number

High Performance Cabling Systems

nCompass™
Enabled by Legrand® and Superior Essex®

Legrand and Superior Essex
acknowledge that

Federal Technology Solutions Inc

1530 Consumer Circle
#102
Corona CA 92880
United States

is a Certified Contractor in good standing as a premier

Certified Installer Plus

As a Certified Installer Plus (CIP), Federal Technology Solutions Inc supports and provides the Legrand and Superior Essex nCompass Limited Lifetime Warranty - Standard Performance and the nCompass Limited Lifetime Warranty - Premium Performance.

www.nCompass-systems.com

SIEMON CI® CERTIFICATION

This is to certify that

Federal Technology Solutions Inc.

of

Corona, CA

has been approved by The Siemon Company as a Certified Installer℠ to design, install and administer the Siemon Cabling System®.

Installations that comply with all Siemon Cabling System® design, installation and administration procedures and use Siemon authorized products and qualified cable may be registered and are eligible for the applicable Siemon Cabling System® warranty.

Original Approval: June 2, 2006
Current Certificate: September 28, 2017
Date of Expiration: September 28, 2019

on behalf of The Siemon Company
IS-1831-13 Rev B

SIEMON™
CERTIFIED INSTALLER

Resumes

Jacques A Manciet

email: jackm@federalsales.com

SUMMARY

An accomplished professional with a wide range of skills developed over 30 years of experience. Self-starter meeting project deadlines and requirements while performing multiple tasks within a fast-paced environment.

EXPERIENCE

Federal Technology Solutions Inc. — **Corona, CA** — **January 2001 – Present**

President / CFO

Currently, provides leadership, daily management and oversight of all aspects of business development, marketing, fiscal responsibility, contract administration, personnel and sales to meet objectives, contract scopes of work, and developing relationships with industry partners and vendors. FTSI is a robust organization through the participation in GSA IT programs including, GWAC 8(a) STARS II, SEWP V, SeaPort-e, CMAS and other Information Technology contract vehicles. Provides leadership, daily management and process improvement for all client experience including forecasting and staff planning, scheduling, quality performance monitoring, ongoing performance improvement processes. Create structure and processes necessary to manage the organization's current activities and projected growth.

Gemini Associates Inc. — **Irvine, CA** — **June 1984 – December 2000**

VP Business Development

Began at Gemini Associates, Inc. providing peripheral hardware to end user accounts. Promoted to Vice President of Sales & Marketing to develop new accounts and implement the 8(a) program, along with usage of BPA's, BOA's and GSA Schedule. Developed federal business within Gemini Associates utilizing various purchasing vehicles. Instrumental in Gemini Associates' HUBZone certification. Provided a productive positive relationship with customers acting as their advocate; manage escalated customer support issues - including but not limited to - issues with operations, technology and other provided services.

CERTIFICATIONS / LICENSES

- California Contractor Electrical License #865369: B, C-7, and C-10
- Confined Space
- AMAG, AMP, Corning, Brocade, CommScope, FiberSensys, Hirsch Electronics, Siemon, Sumitomo

Security Facility Officer: Security Clearance: Department of Defense, Secret Clearance

EDUCATION

Long Beach State University — **Long Beach, CA** — **1979-1983**

University of Southern California Viterbi School of Engineering, 2014
University of Southern California Information Security Training, 2014

REFERENCES — Available upon request

Trey Beahm

email: treyb@federalsales.com

SUMMARY

An accomplished sales professional with over 30 years of hands on, technical, project management and sales experience, achieved through continuous training and growth in the Southern California Area.

EXPERIENCE

Federal Technology Solutions, Inc. **Corona, CA** **2009– Present**

VP of Operations/Chief Financial Officer/Safety Office
Responsible for running the daily operations and delivery of projects. Responsible for resource management and job site safety. Currently on the board of directors for Association of Building Contractors (ABC). Actively holding the following certifications: Confined Space, CPR, OSHA 10/30

HMC Architects **October 2008 – August 2009**

Accounting Manager
Responsible for the daily operations of accounts payable, payroll, and cash management as well as the monthly financial reporting and yearly budgeting including the balance sheet accounts

Volt Telecommunications Group, Inc. **November 2005 - September 2008**

Director of Operations
Responsible for the P/L results of the various operational units within the division. Worked with and manage various customer expectations and ensure compliance with contract requirements. Guided and directed management in the development, production, promotion and financial aspects of the organization and its products. Created the structure and processes necessary to manage the organization's current activities and its project growth. Oversaw the management and movement of all fleet activity and company fixed assets and managed the organizations Safety and Loss Department.

Volt Telecommunications Group, Inc. **November 1996 – November 2005**

Controller
Lead member of management team responsible for the successful installation of two separate integrated accounting and job costing software systems, (1995 and 2000). Critical member of senior management team responsible for growing business from $8 to $170 million dollars. Responsible for all accounting aspects, accounts payable, accounts receivable, customer billing, purchasing and payroll for an organization that topped 3000 employees. Compilation and review of monthly, financial statements. Compilation of Quarterly financial package and narrative to parent company, Volt Information Sciences, Inc. Preparation of the annual budget package along with presenting it to the Board of Directors

Accounting/Financial Manager **February 1992 - November 1996**

Responsible for reviewing financial reports on weekly and monthly basis. Performed trend analysis and job costing review for various Divisions. Preparation and review of all journal entries. Preparation and review of all account analysis associated with the general ledger. Reconciliation and review of all company bank accounts

Trey Beahm

email: treyb@federalsales.com

including petty cash and trade accounts. Reconciliation of company health benefits plans. Assisted in the preparation on the corporate yearly budget package. Assisted in the training of new Operation Managers in regards to the accounting functions and budget process

District Accounting Manager **October 1984 to February 1992**

Accounts Receivable Manager **August 1982 to February 1991**

EDUCATION

San Diego State University, School of Accounting, Bachelor of Science Accounting, Math Minor

SKILLS

PeopleSoft: HRMS, Base Benefits, Payroll, Time & Labor, A/P, Projects, A/R and Billing (versions 7.5, 8.3)
PeopleSoft Classes: Accounts Payable, Projects, A/R, Billing
Excellent verbal and written communication skills
Windows – All versions including NT

REFERENCES

Available upon request

JOHN A. PINELO SR.

OBJECTIVE

I am a highly motivated and experienced professional seeking a rewarding and challenging position with a progressive company where I may utilize my present skills. I am also interested in developing additional skills to meet the goals of your organization.

PROFESSIONAL EXPERIENCE

2016 - Present **Federal Technology Solutions, Inc.** **Corona, CA**

Sales Engineer

Sales and Business development

Estimating and Project Proposals

Project overview and Analysis

Compliance of Product Certifications

2016 - Present **ABC Associated Builders and Contractors, Inc.**

Low Voltage, EST Instructor Level 1

Training and Teaching Basic knowledge of the Low Voltage Industry

2013- 2016 **GA Technical Services Inc.** **Upland, CA**

Sr. Project Manager / Estimator

Project Manage, Plan, Coordinate and Execute all Active Projects (Low Voltage, Constructions and Electrical)

Estimate all Low Voltage projects (Data, Voice and Fiber)

2012 - Present **Pinelo Communications C-7 License**

Owner, Telecommunication Services/ Consultant

2005 – 2011 **Action Electric Corporation** **Santa Ana, CA**

Telecommunications Manager

Supervised a team of up to 15 Technicians.

Ensure quanity of materials and pricing were accurate and complete as well as track product submittals.

Experience with estimating and completing Commercial and Retail projects.

Worked closely with all vendors as well as sales team to ensure best pricing availability.

Tracked project resources such as labor, equipment and materials.

Experienced using Cat5e, Cat6, Fiber and high pair cabling.

2003 – 2005 **Telecommunications Designs** **Occidental, CA**

Lead Technician/Project Manager

Telephone systems installations and services. Managed Operations and delegated Technicians accordingly. Installations of CAT5e cabling for data and phones. (Retail and Commercial)

1990 – 2003 **E.J Evans Electric Inc.** **El Monte, CA**

Shop Stuart, Driver, Material Handler, Helper, Sound Installer, Foreman

Managed all materials in warehouse for all projects.

Delivered and set up all materials for new projects.

Helper for all electrical and communications projects.

Promoted to Sound Installer, basic CAT5e installations and terminations. Served as a Foreman- I was a Biesi installer and performed all installations per Industry standards.

LANGUAGES

Bilingual – Spanish

SPECIAL SKILLS

-Type 40 WPM, 10 keys by touch, Strong analytical and organizational skills, excellent interpersonal skills, phone manners, and office etiquette. Multi-task-oriented.
-Software: All Windows operating systems, Microsoft Word, Excel, WordPerfect, PowerPoint. Good Driving record.

CAT5E, CAT6, Fiber and Coax cabling Installations and trouble shooting.

EDUCATION

1984 - 1988 Pasadena High School Pasadena, CA

General Education

1990- 1992 East Los Angeles College Los Angeles, CA

Real estate 1 and Business 1

1998 Fontana Adult Education Fontana, CA

High School Equivalency Certificate

Professional Certifications

- 2002-2002 Registered Cabling installation installer by BICSI
- 2010-2012 Certified Cabling Test Technician by Fluke networks
- 2007 DD102 Designing Telecommunications Distribution Systems by BICSI
- 2011 Voice Data Video prep course by ETT

- 2000 Security Surveillance by ETT
- 2000 Leviton (Category 5) by ETT
- 2002 Leviton Telecom Fiber Optic by Leviton

REFFERALS

Personal

Danny Barrios *909-520-4971*
Sam Rosamilia *626-786-5479*

Employers

- Action Electric Corporation-714-972-4838 Sam Rosamilia
- Telecommunications Designs 707-874-7920 Bryan Cates
- GA Technical Services Inc. 909-981-8600 Frank Cervantes

Frank Bence

Summary

I am currently available and my most recent employment was as an Operations/Project Manager III with experience in small to large-scale telecommunications systems installations, DTV installation and repair and residential I&R. I am a highly Technical Project Manager with extensive experience on the Ericsson MD110 platform and more recently Nortel product set.

Professional Experience

11/09 to Present
Federal Technology Solutions Inc.
Operations Manager

- Responsible for day-to day scheduling of service and installation to support on-going copper and fiber infrastructure projects.
- Manage material procurement and distribution to support on-going projects
- Support existing PDS Service Contract customer base

12/06 – 12/08
Volt Telecom Grp
Operations Manager

- Responsible for day-to day service and installation of Nortel products.
- Provide Installation and material quotes Nortel BCM as well as small cable infrastructure projects.
- Responsible for I&R crew of 30+ techs servicing residential and small business throughout the Central and Western US.

3/03 – 7/06
Project Manager III - Blackbox
In 3/03 Blackbox acquired Norstan. I stayed on as a PM and managed various projects for Norstan and Black Box. Responsibilities included review of the opportunity, risk assessment, budget and project plan development, resource assignment, equipment orders and project management to completion. Some recent major accomplishments

- City Of Mesa - Citywide PABX Installation
- County of Riverside - BC12 Upgrade and site consolidation of over 100 Lims.
- UMASS Worcester - First IP upgrade of PABX system in a major Medical facility.

1/01 – 3/03
Sr. Operations/Branch Manager - Norstan
In Jan of 01, Norstan acquired the Ericsson installed base and distribution rights for the product. I was retained and responsible for West Coast Operations for Norstan. I had 20 direct reports at the time and responsible for the implementation and service to West Coast customer base for PABX, VM, CC and various ancillary telecommunications products. I maintained an office in the Riverside area that served as a depot and test lab to better facilitate the local customers needs.

- County of Riverside
- City of Riverside
- CSU Long Beach
- LA County Office of Education
- UC Santa Cruz
- San Diego State University
- Holland America Cruise
- Seattle University

1992-12/2000
Sr. Project Manager/Site/Service Manager - Ericsson
I was responsible for Implementation and service Ericsson installed base and primarily in the Riverside County area, predominantly to the City and County of Riverside. During this time I interacted with County and City representatives to do job walks, review Infrastructure and System designs and provide fixed price quotes for those designs. I would engage a qualified 3rd party subcontractor to provide the labor and management for the infrastructure implementation. Programming, system turn-up, cutover and in-service support was provided by a staffed Ericsson certified technician.

My role as Site Manager eventually branched out to also include the Northwest and Southwest regions. I had approximately 15 direct reports that had primary focus on the Ericsson MD110. Had management and budget responsibility for a cost center and facility in Riverside as well as Phoenix.

1985-92
Associate - Sr. Project Manager – Ericsson
Had responsibility for various PABX and ISP/OSP implementations throughout the US with a primary focus on Riverside County and City. I helped the County expand their telecommunications system to approximately 20,000 lines.

I finished and successfully CUTOVER the City of Phoenix.

1983-85
SR. Engineer – Anaconda Ericsson
Ericsson acquired Anaconda and its engineering and sales staff to assist with the Introduction of the MD110 into the US market. I was involved with a sustaining and development engineering responsibility for other ANACONDA-ERICSSON ventures as well as the product development and introduction of the Ericsson MD110.

1980-83
Jr. Engineer - Anaconda
I was a member of the hardware design team for the Anaconda Prodigy PABX. My major responsibility was the FCC Part 68 acceptance testing.

1978-80
Engineer - Anaconda
Sustaining engineering for PBX (CNC). Responsible for FCC compliance testing of switch port interfaces (trunks, line cards).

Lead Test Technician - Anaconda **1976-1978**

Test Technician – Control Networks Corp. Chicago IL. **1975-1976**

Education

High School, J.S. Morton East, Cicero, Il.
Graduated 1972

United Technical Institute, Milwaukee, Wl.
Proficiency Degree Electronic Engineering
Graduated 1974

Misc. Training`

Global Knowledge, Custom Project Management Course – 2006
Mod-Tap Copper & Fiber Certification -1996
Loraine Power Training - 1995
CareerTrack, Management Effectiveness - 1992
Keye Supervision – 1990
San Diego State University, Project Management -1988
Telcom Technologies Hardware Installation & Maintenance - 1987
Harris Farinon Microwave Hardware Maintenance - 1986
Ericsson MD110 Rel 4 -1985

AAA NETWORK solutions INC

www.aaansi.com
8401 Page Street, Buena Park, CA 90621
(714) 484-2711 Phone • (714) 484-2994 Fax

Meet customer's needs, expectations, and budget!

Magnolia Public Schools

250 East First Street, Suite 1500
Los Angeles, CA 90012

REF: MSA-1 Cabling Services
Magnolia Science Academy-1
Cabling Services

Bid Date: November 09, 2018

AAA NETWORK solutions INC

www.aaansi.com
8401 Page Street, Buena Park, CA 90621
(714) 484-2711 Phone • (714) 484-2994 Fax

Meet customer's needs, expectations, and budget!

Table of Contents

1) Cover Letter

2) Company's Profile

3) Itemized Breakdown of Equipment and Services

4) Terms of Warranty

5) Timeline for Product Delivery and Services

6) References

7) Company's Other Documentation

AAA NETWORK solutions INC

www.aaansi.com
8401 Page Street, Buena Park, CA 90621
(714) 484-2711 Phone • (714) 484-2994 Fax

Meet customer's needs, expectations, and budget!

Cover Letter

AAA NETWORK solutions INC
www.AAAnsi.com
8401 Page Street, Buena Park, CA 90621
714.484.2711 Phone • 714.484.2994 Fax

November 01, 2018

Magnolia Public Schools
250 East First Street, Suite 1500
Los Angeles, CA 90012

REF: MSA-1 Cabling Services 2018 – (Magnolia Science Academy-1 Cabling Services)

Dear Sir or Madam:

AAA Network Solutions, Inc. has great interest in bidding on the above referenced project.
Our cost proposal was prepared in accordance with the instructions outlined in the bid package. We have read and thoroughly understand all of the terms and conditions set forth in the RFP. (Some documentation may still reference our previous company name, AAA Solar Electric, Inc.)

AAA Network Solutions, Inc. is a bonded and licensed (C-7 & C-10) contractor. AAA has been providing turnkey I.T. Networking and Telecommunication Services to California K-12 public and private schools and state and local governments since 1994.

Our services include but not limited to:

- Turnkey LAN / WLAN Network Systems Design and Implementation
- UC Collaboration Services
- Professional Consultation and Management Services
- Mass Notification Systems / Public Address Systems Design and Installation
- Physical Security System (CCTV) Design and Installation
- Audio / Visual (A.V.) Systems Design and Installation
- Structured Telecommunications Cabling System Design and Installation

The person authorized to negotiate the contract and main point of contact regarding any clarification on submittals or notifications will be:

David Ngo, Sr. Vice President
P: (714) 484 - 2711
F: (714) 484 - 2994
dngo@aaansi.com

AAA Network Solutions, Inc. understands and shall complies with all public works requirements including; prevailing wages, certified payroll, apprenticeship programs, labor audits, regulations, and expectations. We are confident that our experiences technical team will successfully meet the required specifications to the clients' satisfaction.

AAA Network Solutions, Inc. acknowledges receipt of the following addendum(s) listed below.

- Addendum 1 Dated: 11/01/18

We thank you again for the opportunity to submit our proposal for your review and consideration. We look forward to doing business with you.

Sincerely,

David Ngo

David Ngo,
Sr. Vice President
dngo@aaansi.com

AAA NETWORK solutions INC

www.aaansi.com
8401 Page Street, Buena Park, CA 90621
(714) 484-2711 Phone • (714) 484-2994 Fax

Meet customer's needs, expectations, and budget!

Company Profile

AAA NETWORK solutions INC
www.AAAnsi.com
8401 Page Street, Buena Park, CA 90621
714.484.2711 Phone • 714.484.2994 Fax

COMPANY PROFILE

AAA Network Solutions, Inc. was originally incorporated in 1994 in Anaheim, CA under the name AMI Electrical & Telecom, Inc. In April 2009, the name was changed to AAA Solar Electric, Inc. Over the years, there was exponential growth in the IT division, so the company changed its name to AAA Network Solutions, Inc. in 2015. The headquarters was then relocated to a 55,000 square foot facility in Buena Park, CA to accommodate more employees, obtain more workspace for the facilitating of equipment configuration, and expand the storage capabilities of the warehouse in 2015.

AAA Network Solutions, Inc. has been providing turn-key telecommunication system installations for the K-12 Education Industry. Services performed was a combination of structured telecommunications cabling, LAN system integration and wireless networking services, conduit system installation and electrical services, and solar energy renewable systems design and installation.

AAA Network Solutions, Inc. specializes in providing services to the sector of K-12 schools in California and has been providing services to public schools, private schools, state, and local governments over the past 22 years, and successfully completed multiple E-Rate projects. AAA Network Solutions, Inc. ranked #5 in California and #10 in the nation in 2015 for most funded projects for E-Rate category 2. AAA Network Solutions, Inc. has been involved with the E-Rate program since E-Rate year 1 making AAA Network Solutions, Inc. very familiar with all the E-Rate guidelines and requirements.

AAA Network Solutions, Inc. has worked with the largest school districts in California and in the nation, the project highlights are listed below:

- Los Angeles Unified School District (2nd largest school district in the nation)
  - Information Technology Division
    $39,356,920.18
    RFP 1090, Package 1, 2, 3, & 4 (77 Schools)
    Full scale LAN/WLAN system design, on/off site engineering, configuration and installation of Cat6 & Fiber Optic Infrastructure Systems, Cisco networking equipment.

  - Information Technology Division
    $13,900,000
    RFP 1082, Package 1 & 2 (32 Schools)
    Full scale LAN/WLAN system design, on/off site engineering, configuration and installation of Cat6 & Fiber Optic Infrastructure Systems, Cisco networking equipment.

  - Information Technology Division
    $18,631,484.32
    2015LE, Packages 1, 2, 3 (205 Schools)
    Full scale LAN/WLAN system design, engineering, configuration and installation of Alcatel networking equipment.

- Facilities Division
  $3,570,171.10
  Network Equipment for 227 Schools
  LAN/WLAN system design, on/off site engineering, configuration and installation of Alcatel-Lucent LAN switches.

- Job Order Contracts Division
  $30,000,000
  Over 200 schools
  Miscellaneous job order contracts including type 2 constructions and installation of networking equipment.

- Archdiocese of Los Angeles (Largest Catholic school district nationwide)
  - $12,000,000.00
    Over 175 schools
    Complete design-build engineering and turnkey-installation of LAN wired and wireless network systems, network cabling system, electronics networking equipment, electrical/conduit systems and Audio Visual systems.

- Fresno Unified School District (3rd largest school district in California)
  - $17,000,000.00
    Over 109 schools
    Complete design-build engineering and turnkey-installation of LAN wired and wireless network systems, network cabling system, electronics networking equipment, electrical/conduit systems and Audio Visual systems.

AAA Network Solutions, Inc. provides a variety of technology services to public and private schools, as well as state and local governments, as an electrical and telecommunications contractor, specializing in the education industry.

AAA Network Solutions, Inc. works under the E-Rate program, is registered with the FCC program, and holds California CMAS contracts. Support documentation of this is included within the proposal.

AAA Network Solutions, Inc. provides the following services:

- Turnkey LAN / WLAN Network Systems Design and Implementation
- UC Collaboration Services
- Professional Consultation and Management Services
- Mass Notification Systems / Public Address Systems Design and Installation
- Physical Security System (CCTV) Design and Installation
- Audio / Visual (A.V.) Systems Design and Installation
- Structured Telecommunications Cabling System Design and Installation

AAA Network Solutions, Inc. is a certified electrical contractor and carries the C7 & C10 Contractor's License and has an experienced and knowledgeable staff on hand. AAA Network Solutions, Inc. staff has increased in size since 1994 and currently consists of 120 employees excluding the 10 subcontractors that the company is partnered with. We are certified with multiple manufacturers including but not limited to:

cisco
Premier
Partner
cisco
cisco
Meraki
Alcatel·Lucent
Enterprise
Aerohive
NETWORKS
Hewlett Packard
Enterprise
aruba
a Hewlett Packard
Enterprise company
BROCADE
RUCKUS
an ARRIS company
JUNIPER
NETWORKS
UBIQUITI
NETWORKS
EXTREME PARTNER
NETWORK
Barracuda
Microsoft
Partner
Symantec
BOSCH
Security
Certified Partner
Panasonic
VALCOM
singlewire
InformaCast
VISIPLEX
EPSON
EXCEED YOUR VISION
TRIPP·LITE
APC
by Schneider Electric
COMMSCOPE
LEVITON
Berk-Tek
A NEXANS COMPANY
BELDEN
SIEMON
HUBBELL
General Cable
MOHAWK
Cabling Excellence for Open Architecture
ORTRONICS
SUPERIOR
ESSEX
OCC
OPTICAL CABLE CORPORATION
COOPER B-Line
CHATSWORTH
PRODUCTS, INC.
Hoffman
DAMAC
SWDP

AAA NETWORK solutions INC

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Meet customer's needs, expectations, and budget!

Itemized Breakdown of Product and Services

Magnolia PS

Magnolia Public Schools
Magnolia Science Academy-1 Cabling Services

Cost Proposal
Magnolia Public Schools

Descriptions	Part Number	MFTR	Unit	QTY	Ext. Material	Ext. Labor	Sub-Total	Sale Tax	Bonds	Total
Cable Installation		Sites=	1							
Cat 6 Data Cable - Quad Drop x 27 =	Uniprise	Commscope	EA	108						
Cat 6 Data Cable - TV drop x 22 =				22						
Cat 6 Data Cable - Teacher desk - Dual drop x 22 =				44						
Cat 6 Data Cable - Dual outlet x 15 =				30						
Cat 6 Data Cable - WAP outlet x 22 =				22						
Cat 6 Data Cable - CCTV outlet x 20 =				20						
Cat 6 Data Cable - P/A outlet x 47 =				47						
Single Cat 6 RJ45 Jack - Closet	UNJ600-BL	Uniprise	EA	293	$1,758.00	$1,758.00	$3,516.00	$167.01	$73.66	$3,756.67
Cat 6 Data Patch Cable - 3'	UC1BBB2-0ZF003	Uniprise	EA	293	$1,758.00	$879.00	$2,637.00	$167.01	$56.08	$2,860.09
Cat 6 Data Patch Cable - 5'	UC1BBB2-0ZF005	Uniprise	EA	293	$1,758.00	$879.00	$2,637.00	$167.01	$56.08	$2,860.09
Cat 6 CMR Data Cable	CS34R	Uniprise	FT	43950	$7,471.50	$35,160.00	$42,631.50	$709.79	$866.83	$44,208.12
Cable Attachment Units	Cat32	Caddy	EA	586	$2,344.00	$5,274.00	$7,618.00	$222.68	$156.81	$7,997.49
System Labeling, Testing & Certification	Services	AAA	EA	293	$146.50	$1,758.00	$1,904.50	$13.92	$38.37	$1,956.79
Cat 6 Patch Panel 24-Port	760180042	Uniprise	EA	14	$2,310.00	$840.00	$3,150.00	$219.45	$67.39	$3,436.84
Fire Retardant Material	MPS-2	3M	EA	2	$50.00	$120.00	$170.00	$4.75	$3.50	$178.25
25ft HDMI Cables		Uniprise	EA	24	$2,280.00	$2,880.00	$5,160.00	$216.60	$107.53	$5,484.13
Male to female HDMI adapters		Uniprise	EA	24	$288.00	$360.00	$648.00	$27.36	$13.51	$688.87
12MM OM3 Fiber	760086371	Uniprise	FT	200	$350.00	$600.00	$950.00	$33.25	$19.67	$1,002.92
1u Fiber Tray	760231449	Uniprise	EA	3	$855.00	$180.00	$1,035.00	$81.23	$22.32	$1,138.55
12 port Adapter Panel	1374463-5	Uniprise	EA	3	$225.00	$45.00	$270.00	$21.38	$5.83	$297.20
LC Conncetors	1918385-3	Uniprise	EA	48	$336.00	$864.00	$1,200.00	$31.92	$24.64	$1,256.56
LC/LC FO Patch Cord - 3'	FEXLCLC42-MXM001	Uniprise	EA	6	$210.00	$18.00	$228.00	$19.95	$4.96	$252.91
Labeling / Testing & CertificationCable		AAA	EA	48	$36.00	$288.00	$324.00	$3.42	$6.55	$333.97
48"x24"x30" Cabinet	SR25UB	TrippLite	EA	2	$2,500.00	$720.00	$3,220.00	$237.50	$69.15	$3,526.65
84"x24"x32"D 4 Post Rack	SR42UBMDEXPND	TrippLite	EA	1	$850.00	$360.00	$1,210.00	$80.75	$25.82	$1,316.57
Installation of 84" floor mount Cabinet - SR42UB / DUMH20HV / SRFANROOF	SR42UB	TrippLite	EA	1	$2,250.00	$960.00	$3,210.00	$213.75	$68.48	$3,492.23
CISCO SWITCHES										
Catalyst 2960-X 48 GigE PoE 740W, 2 x 10G SFP+, LAN Base	WS-C2960X-48FPD-L	Cisco	EA	7	$26,761.00	$1,330.00	$28,091.00	$2,542.30	$612.67	$31,245.96
SNTC-NO RMA Catalyst 2960-X 48 GigE PoE 740W, 2 x 10	CON-SW-WSC296XL	Cisco	EA	7	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
AC Power cord, 16AWG	CAB-16AWG-AC	Cisco	EA	7	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
BELL SYSTEM										
Enhanced Application Server Pro (100 end points)	VE6025	Valcom	EA	1	$8,625.00	$1,040.00	$9,665.00	$819.38	$209.69	$10,694.06
Dual Network Station (FXS) Port (Rack Mnt)	VE8012BR	Valcom	EA	1	$418.77	$130.00	$548.77	$39.78	$11.77	$600.33
Administrative Telephone	VEADP3	Valcom	EA	1	$171.35	$16.25	$187.60	$16.28	$4.08	$207.96
IP One-Way/Talkback Lay-in Ceiling Speaker	VE4022A	Valcom	EA	22	$9,589.97	$1,430.00	$11,019.97	$911.05	$238.62	$12,169.63
IP One-Way FlexHorn (Gray)	VE4080AL-GY	Valcom	EA	2	$828.12	$130.00	$958.12	$78.67	$20.74	$1,057.52
Vandal Resistant FlexHorn Enclosure & Faceplate	V-9809	Valcom	EA	2	$124.55	$130.00	$254.55	$11.83	$5.33	$271.70
IP One-Way/Talkback Square Faceplate 8" Speaker, White	VE4028A	Valcom	EA	23	$8,015.67	$1,495.00	$9,510.67	$761.49	$205.44	$10,477.60
Type 11 Surface Backbox	VB-S11	Valcom	EA	23	$1,030.23	$373.75	$1,403.98	$97.87	$30.04	$1,531.89
Remote Input Module	V-9130-W	Valcom	FT	1	$42.61	$16.25	$58.86	$4.05	$1.26	$64.16
Wireless Master Clock Transceiver	V-WMCA	Valcom	EA	1	$1,711.95	$32.50	$1,744.45	$162.64	$38.14	$1,945.22
12" Round Wireless Clock/Repeater, Surface Mount, Battery	V-AW12B	Valcom	EA	45	$5,578.65	$2,925.00	$8,503.65	$529.97	$180.67	$9,214.29
16" Round Wireless Clock/Repeater, Surface Mount, Battery	V-AW16B	Valcom	EA	1	$168.37	$65.00	$233.37	$16.00	$4.99	$254.35
16" Wire guard for Analog Clock for Gymnasiums	V-WGACLK	Valcom	EA	1	$108.16	$65.00	$173.16	$10.27	$3.67	$187.10

Magnolia Public Schools
Magnolia Science Academy-1 Cabling Services

T-Bar For Lay-In Speakers (order in qty's of 10)	V-TBAR	Valcom	EA	22	$30.11	$715.00	$745.11	$2.86	$14.96	$762.93
CCTV SYSTEM										
Wisenet Q network outdoor vandal dome camera, 4MP @20fps, 3.6mm fixed focal lens (81°), triple codec H.265/H.264/MJPEG with Wisestream, 120dB WDR, IR LEDs range 82', defocus detection, hallway View, one way audio and SD card. IP66, IK10, PoE/12VDC	QNV-7020R	Hanwha	EA	1	$236.00	$190.00	$426.00	$22.42	$8.97	$457.39
Wisenet Q network indoor dome camera, 4MP @20fps, 3.6mm fixed focal lens (81°), triple codec H.265/H.264/MJPEG with Wisestream, 120dB WDR, IR LEDs range 65', defocus detection, hallway View, one way audio and SD card. PoE/12VDC	QND-7020R	Hanwha	EA	19	$3,534.00	$3,610.00	$7,144.00	$335.73	$149.59	$7,629.32
4K NVR, No HDD, that supports: up to 32 channels, H.265/H.264/MJPEG, ARB (Automatic Recovery Backup) & Failover (N+1), 8 fixed internal SATA HDDs (with a maximum internal storage capacity of 48TB), e-SATA/iSCSI storage, WiseStream compression technology, dual monitor video out, maximum camera resolution of 12MP recording/display and fisheye dewarping on WEB and CMS.	xrn-2010	Hanwha	EA	1	$1,600.00	$520.00	$2,120.00	$152.00	$45.44	$2,317.44
ACCESS CONTROL										
7" Video Master Station with Touchscreen LCD w/Power supply	JP-4MED	Aiphone	EA	1	$1,035.07	$60.00	$1,095.07	$98.33	$23.87	$1,217.27
7" Video Sub Master Station with Touchscreen LCD w/ Power supply	JP-4HD	Aiphone	EA	1	$784.17	$60.00	$844.17	$74.50	$18.37	$937.04
Video Door Station, Vandal Resistant Flush Mount Stainless Steel (Call Station)	JP-DVF	Aiphone	EA	1	$229.17	$60.00	$289.17	$21.77	$6.22	$317.16
Stainless Steel Surface Mount Box for JK/JF/JP/JO-DVF Door Stations	SBX-DVF	Aiphone	EA	1	$136.85	$60.00	$196.85	$13.00	$4.20	$214.05
Long distance/CCTV adaptor for JP Series	JPW-BA	Aiphone	EA	1	$179.22	$30.00	$209.22	$17.03	$4.52	$230.77
Distribution Adaptor for Video Sub Master Stations	JP-8Z	Aiphone	EA	1	$146.63	$30.00	$176.63	$13.93	$3.81	$194.37
24V DC Power Supply	PS-2420UL	Aiphone	EA	2	$147.72	$120.00	$267.72	$14.03	$5.64	$287.39
Selective Door Release Adaptor	RY-3DL	Aiphone	EA	1	$71.69	$90.00	$161.69	$6.81	$3.37	$171.87
Form C Door Release Relay, 24V DC Input	RY-24L	Aiphone	EA	1	$13.04	$90.00	$103.04	$1.24	$2.09	$106.36
Chime Extension Speaker	IER-2	Aiphone	EA	1	$22.82	$90.00	$112.82	$2.17	$2.30	$117.29
Locking strike Device/ Von Duprin HES or equal	HES 9600	Von Duprin	EA	1	$235.75	$90.00	$325.75	$22.40	$6.96	$355.11
Plug in buzzer	HES2006M	Von Duprin	EA	1	$28.75	$30.00	$58.75	$2.73	$1.23	$62.71
24 VDC transfomer needed at the door strike	Generic	Generic	EA	1	$28.75	$30.00	$58.75	$2.73	$1.23	$62.71
Command Access Door Loop	DL-20AL	C.A.	EA	2	$39.10	$60.00	$99.10	$3.71	$2.06	$104.87
HES Key override option	660	HES	EA	1	$75.00	$30.00	$105.00	$7.13	$2.24	$114.37
Aiphone system wiring termination	Services	AAA	EA	4	$24.00	$36.00	$60.00	$2.28	$1.25	$63.53
Cat 6 Plugs	Services	AAA	EA	4	$4.00	$36.00	$40.00	$0.38	$0.81	$41.19
18 Gauge 2 Conductor Solid bare copper	Services	AAA	EA	600	$102.00	$720.00	$822.00	$9.69	$16.63	$848.32
Cable pathway and raceway installation	Services	AAA	EA	1	$150.00	$120.00	$270.00	$14.25	$5.69	$289.94
System Labeling, Testing & Certification	Services	AAA	EA	4	$4.00	$24.00	$28.00	$0.38	$0.57	$28.95
Tripplite 1500 Series UPS w/SNMP Web Card	SU1500RTXLCD2U	TrippLite	EA	3	$2,475.00	$360.00	$2,835.00	$235.13	$61.40	$3,131.53
ViewSonic 65" Viewboard 4K Interactive Flat Panel	IFP6560	ViewSonic	EA	20	$74,000.00	$2,400.00	$76,400.00	$7,030.00	$1,668.60	$85,098.60
Diversitrack TV system	DT-TV-16	Diversitrack	EA	20	$12,500.00	$2,400.00	$14,900.00	$1,187.50	$321.75	$16,409.25
End-User Training	Services	AAA	EA	1	$0.00	$150.00	$150.00	$0.00	$3.00	$153.00
Testing & Acceptance	Services	AAA	EA	1	$0.00	$1,520.00	$1,520.00	$0.00	$30.40	$1,550.40
CAD Drawing & Asbuilt Drawing	Services	AAA	EA	1	$25.00	$450.00	$475.00	$2.38	$9.55	$486.92
Project Management	Services	AAA	EA	1	$0.00	$1,520.00	$1,520.00	$0.00	$30.40	$1,550.40
Total - Material Cost										$188,808.22
Sale Taxes										$17,936.78
Total - Labor Cost										$78,822.75
Final Bonds										$5,711.35
TOTAL										$291,279.10

AAA NETWORK solutions INC

www.aaansi.com
8401 Page Street, Buena Park, CA 90621
(714) 484-2711 Phone • (714) 484-2994 Fax

Meet customer's needs, expectations, and budget!

Terms of Warranty

AAA NETWORK solutions INC

WARRANTY/GUARANTEE

FOR _____ WORK

We, the undersigned, hereby warranty and guarantee that the parts of the Work described above which we have furnished and/or installed for:

is in accordance with the Contract Documents and that said Work as installed will fulfill or exceed all of the Warranty and Guarantee requirements. We agree to repair or replace Work installed by us, together with any adjacent Work which is displaced or damaged by so doing, that proves defective in workmanship, material, or operation within a period of One (1) year(s) from the date of final acceptance of the Owner or from the Date of Certificate of Substantial Completion, whichever is the earlier, ordinary wear and tear excepted.

In the event of our failure to comply with the above-mentioned conditions within a reasonable time period determined by the Owner, after notification in writing, we, the undersigned, collectively and separately do hereby authorize the Owner to have said defective Work repaired and/or replaced and made good and agree to pay to the Owner upon demand all moneys that the Owner may expend in making good said defective Work, including all collection costs and reasonable attorney fees.

Date: _____ _____

(Contractor)

By _____

Title _____

State License No. _____

SAMPLE

Local Representative to be contacted for maintenance, repair and/or replacement service:

Name: _____

Address: _____

Phone Number: _____

AAA Network Solutions, Inc.
8401 Page Street, Buena Park, CA 90621
Tel: (714) 484 – 2711 Fax: (714) 484 – 2994
www.aaaSolarElectric.com

Aiphone LIMITED WARRANTY

Aiphone warrants its products to be free from defects of materials and workmanship under normal use and service for a period of one, two, or three years after delivery to the ultimate user and will repair free of charge or replace at no charge, should it become defective upon which examination shall disclose to be defective and under warranty. Aiphone reserves unto itself the sole right to make the final decision whether there is a defect in materials and/or workmanship; and whether or not the product is within the warranty. This warranty shall not apply to any Aiphone product which has been subject to misuse, neglect, accident, power surge, or to use in violation of instructions furnished, nor extended to units which have been repaired or altered outside of the factory. This warranty does not cover batteries or damage caused by batteries used in connection with the unit. This warranty covers bench repairs only, and any repairs must be made at the shop or place designated in writing by Aiphone. This warranty is limited to the standard specifications listed in the operation manual. This warranty does not cover any function that is added by users or suppliers when used in connection with third party products. Please note that any damage or other issues caused by a failure to use the unit in connection with Aiphone products are also not covered by this warranty. Aiphone will not be responsible for any costs incurred involving on site service calls. Aiphone will not provide compensation for any loss or damage incurred by the breakdown or malfunction of its product during use, or for any consequent inconvenience or losses that may result.

From the date of installation to the ultimate user, audio intercom products are warranted for a period of one year. Video intercom products are warranted for a period of two years. The NHX series and MarketCom MC-60/4A and MC-60/4B intercom stations (excluding coil cords) are warranted for a period of three years.

Aiphone Wire Warranty

Aiphone limited product warranty is extended by one year when product is installed using Aiphone wire.

Repair Warranty

At our discretion, Aiphone will repair free of charge or replace at no charge Aiphone product that, upon examination by an Aiphone Repair Technician, is proven to be defective and under warranty. Aiphone reserves the right to make the final decision as to whether there is a defect in materials and/or workmanship, and whether or not the product is within the warranty.

This warranty shall not apply to any failure caused by improper installation or use in violation of the instructions, abuse, negligence, electrical surge including damage from lightning, water or any other physical damage, or damage caused from batteries.

This warranty covers bench repairs by the Aiphone Repair Department only, and does not extend to units that have been repaired or altered outside of the factory. Aiphone is not responsible for any costs incurred involving on-site service calls.

Cisco Enhanced Limited Lifetime Hardware Warranty

The Cisco Catalyst 2960-X Series Switches come with an enhanced limited lifetime warranty (E-LLW) that includes next-business-day (NBD) delivery of replacement hardware where available and 90 days of 8x5 Cisco Technical Assistance Center (TAC) support.

Your formal warranty statement, including the warranty applicable to Cisco software, appears in the Cisco information packet that accompanies your Cisco product. We encourage you to review carefully the warranty statement shipped with your specific product before use.

Cisco reserves the right to refund the purchase price as its exclusive warranty remedy.

For further information on warranty terms, visit https://www.cisco.com/go/warranty. Table 8 provides information about the E-LLW.

Table 8. E-LLW Details

	Cisco E-LLW
Device covered	Applies to Cisco Catalyst 2960-X Series Switches.
Warranty duration	As long as the original customer owns the product.
EoL policy	In the event of discontinuance of product manufacture, Cisco warranty support is limited to 5 years from the announcement of discontinuance.
Hardware replacement	Cisco or its service center will use commercially reasonable efforts to ship a replacement for NBD delivery, where available. Otherwise, a replacement will be shipped within 10 working days after receipt of the RMA request. Actual delivery times might vary depending on customer location.
Effective date	Hardware warranty commences from the date of shipment to customer (and in case of resale by a Cisco reseller, not more than 90 days after original shipment by Cisco).
TAC support	Cisco will provide during business hours, 8 hours per day, 5 days per week basic configuration, diagnosis, and troubleshooting of device-level problems for up to a 90-day period from the date of shipment of the originally purchased Cisco Catalyst 2960-X product. This support does not include solution or network-level support beyond the specific device under consideration.
Cisco.com access	Warranty allows guest access only to Cisco.com.

Contact Cisco

For more information about Cisco products, contact:

- Phone: +1 800 553-NETS (6387)
- Worldwide Product Support
- Company Website: cisco.com

COMMSCOPE®

LIMITED PRODUCT WARRANTY

1. **Definitions.** For purposes of this Warranty, (i) "Buyer" shall mean the individual or entity identified on the applicable purchase order or supply agreement (or, if different, on Seller's quotation, order acknowledgement or confirmation), (ii) "Seller" shall mean the CommScope entity identified on such entity's quotation, order acknowledgement, confirmation or supply agreement, (iii) "Product" shall mean a product manufactured by Seller pursuant to the applicable supply agreement, quotation, order acknowledgement or confirmation, and (iv) "Warranty Period" shall mean one year from date of original shipment from Seller's facility unless a different time period is set forth in **Exhibit A**.

2. **Limited Warranty.** Seller warrants that, as of the date of delivery, Seller has good title to the Product, free from any lawful security interest or other lien or encumbrance unknown to Buyer. In addition, during the Warranty Period, the Product will be free from defects in materials or workmanship arising under proper and normal use. This Warranty shall apply only to the Products and shall not apply to any other goods or materials, parts or components of a system or any system as a whole. This Warranty does not cover ordinary wear and tear. Seller does not warrant any products manufactured by third parties; provided that Seller will, to the extent permitted by the manufacturer, assign third-party warranties to Buyer.

3. **Inspection**. If Buyer claims that a Product is defective in materials or workmanship, Seller shall have the right to either examine the Product where it is located or, in its sole discretion, issue shipping instructions for return of the Product. Seller's inspection in response to a warranty claim shall not constitute acceptance or acknowledgment of the claim's validity. Buyer shall prepay all transportation charges for such return.

4. **Remedies.** Seller's sole and exclusive obligation and Buyer's exclusive remedy under this Warranty is Seller's repair or replacement of the defective Product or a credit for the purchase price of the defective Product. Seller shall have sole discretion as to which of these remedies Seller will provide. Seller is not liable for any repair or maintenance costs incurred by Buyer, unless Seller authorizes such charges in writing in advance of the commencement of the work. If Seller elects to replace or repair the defective Product, the replaced or repaired Product will be warranted for the remainder of the Warranty Period applicable to the originally shipped Product, but the Warranty shall not be extended beyond the original Warranty Period.

5. **Notice and Waiver**. If Buyer discovers any defect in the Product, Buyer must provide prompt (and in no case later than thirty (30) days after discovery) written notice to Seller of the claimed defect. Such notice shall describe, in reasonable detail, the symptoms of such defect. The notice must be received by Seller during the Warranty Period for such Product. Failure to give timely notice of a claim shall result in Buyer's waiver of such claim.

6. **Transfer of Ownership.** This Warranty is not transferable unless Buyer is expressly authorized by Seller in writing to resell the Product. In addition, Buyer must notify Seller on or before the fifteenth (15th) day after the date on which it transfers ownership of the warranted Product. Any transfers in violation of this Section shall invalidate this Warranty. Notice of the transfer of ownership must be in writing and shall include the name and address of the new owner.

7. **Exclusions from Warranty.** This Warranty shall not apply to problems attributable to, or as a result of:

(a) improper installation or misapplication of parts;
(b) chain or system failures induced by other products or components;
(c) lack of proper inspection or maintenance or failure to provide a suitable operating environment;
(d) any consumables provided with the Product and any other materials, components or products manufactured by a third party;
(e) power surges, fire, unusual mechanical, physical or electrical stress, severe weather conditions or acts of nature, including but not limited to, lightning or floods;
(f) usage or operation not in accordance with published ratings, specifications or instructions, including but not limited to environmental specifications identified by Seller;
(g) any adjustment, modification, alteration, removal or repair of any part of the Product not expressly authorized by Seller in writing;
(h) accidental damage, misuse, abuse, neglect or unauthorized access of the Product or of any system of which the warranted Product is a part;
(i) any type of aesthetic changes due to oxidation or corrosion occurring on stainless steel or galvanized steel parts installed in unusually corrosive marine and industrial atmospheres (in which case Seller's only obligation shall be to ensure that Product complies with Seller's published material specifications);
(j) use of the Product for purposes other than that for which it was designed; or
(k) mishandling during shipment of the Product.

This Warranty is for Products installed and used in accordance with Seller's design, installation and operating parameters. Buyer's failure to ensure conformity with such parameters will void all warranties. Under no circumstance shall Seller have any liability or obligation with respect to expenses, liabilities or losses associated with the installation or removal of any Product or the installation or removal of any components for inspection, testing or redesign occasioned by any defect or by any repair or replacement of a Product.

8. **Limitation on Liability.** THE WARRANTIES SET FORTH IN SECTION 2 HEREOF ARE EXCLUSIVE AND ARE MADE ONLY TO BUYER. SELLER MAKES NO OTHER REPRESENTATIONS OR WARRANTIES, EXPRESS OR IMPLIED, AND SPECIFICALLY DISCLAIMS AND EXCLUDES ANY REPRESENTATION OR WARRANTY OF MERCHANTABILITY, NONINFRINGEMENT OR FITNESS FOR A PARTICULAR PURPOSE AND ANY REPRESENTATION OR WARRANTY ARISING BY USAGE OF TRADE, COURSE OF DEALING OR COURSE OR PERFORMANCE. No person is authorized to give any additional warranties on Seller's behalf or to assume for Seller any other liability, except in a writing signed by an authorized officer of Seller. SELLER'S TOTAL LIABILITY FOR ANY CLAIM OR DAMAGE ARISING OUT OF OR IN CONNECTION WITH THE MANUFACTURE, SALE, DELIVERY OR USE OF THE PRODUCTS WILL BE LIMITED TO PROVEN DIRECT DAMAGES, NOT TO EXCEED THE PURCHASE PRICE OF SUCH PRODUCTS. IN NO EVENT WILL SELLER BE LIABLE FOR ANY INDIRECT, SPECIAL, INCIDENTIAL, CONSEQUENTIAL OR PUNITIVE DAMAGES, INCLUDING, WITHOUT LIMITATION, ANY CLAIM FOR LOSS OF ACTUAL OR ANTICIPATED REVENUES OR PROFITS. These limitations on liability will apply regardless of the form of action, whether in contract, tort, strict liability or otherwise, and whether damages were foreseeable and will survive failure of any exclusive remedies provided in Section 4 hereof.

9. **Choice of Law.** The terms and conditions contained herein and the rights of the parties to any transaction to which they relate shall be governed by and construed in accordance with the laws of the State of North Carolina, U.S.A. The United Nations Convention on Contracts for the International Sale of Goods shall not apply.

LIMITED PRODUCT WARRANTY

Exhibit A

Seller warrants that the Products identified below will be free from defects in material and workmanship arising under proper and normal use for the following Warranty Period:

QR® Coaxial Cable	Ten (10) years from the date of original shipment.
ValuSite® Products	Three (3) years from the date of original shipment.
I-Line Accessory Products	Three (3) years from the date of original shipment.
Standard RADIAX® Cable, Connector, Accessory and Cable Assembly* Products	Five (5) years from the date of original shipment, except for the following: (i) two (2) years for surge arrestors; and (ii) one (1) year for all other accessories.
Standard CNT® Cable, Connector, Accessory and Cable Assembly† Products	Five (5) years from the date of original shipment; except that the Warranty Period for Products purchased for resale purposes shall be one (1) year.
Broadband RF Connectivity Products	Five (5) years from the date of original shipment.
Other OSP Cable Products (P3®, Drop Coax, Fiber Cable, Fiber Drop Cable, CIC)	One (1) year from the date of original shipment
FDH Products	One (1) year from the date of original shipment
Multiservice terminals (MST), Open Terminals (OTE) and Hardened Drop Cable Assemblies	One (1) year from the date of original shipment
OSP "Box" Products	One (1) year from the date of original shipment
Mini-RDTs and RDTs	One (1) year from the date of original shipment
FOSC™, FIST™ and Tenio™	One (1) year from the date of original shipment
OSP Copper Connect and Closure Products	One (1) year from the date of original shipment
Standard HELIAX® Cable, Connector, Accessory and Cable Assembly‡ Products	Ten (10) years from the date of original shipment; except for the following: (i) three (3) years for ValuFlex® cable assemblies; (ii) three (3) years for weatherproofing kits; (iii) one (1) year for cable preparation tools (excluding blades); (iv) one year for single click-on hanger kits; and (v) two (2) years for surge arrestors.
HELIAX® FiberFeed® Products, including FiberFeed® hybrid and fiber cables and assemblies, power cables and junction boxes	One (1) year from the date of original shipment.
Steel Products and Rapid Deployment Monopoles	Three (3) years from the date of original shipment.
Standard ION-B®, ION-E®, ION-M®, ION-U®, MR, p-POI®, i-POI®, e-POI™, and Node Repeater Products	The earlier of: (i) one (1) year from the date of installation; or (ii) fifteen (15) months from the date of shipment.
Premium Passive Products, including In-Building Directional Couplers, Hybrid Matrices, Tappers, Power Splitters, Terminations, Attenuators and CMAX Antenna Products	Five (5) years from the date of original shipment.
ValuDAS® Passive Products, including Air Directional Couplers, Hybrid Couplers, High Power Splitters, and Cell-Max™ Antennas	Two (2) years from the date of original shipment.
InterReach Fusion®	One (1) year from the date of original shipment.
InterReach Unison®	One (1) year from the date of original shipment.
FlexWave® Spectrum	One (1) year from the date of original shipment.
FlexWave® Prism	One (1) year from the date of original shipment.
FlexWave® Active Integration Panel (AIP)	One (1) year from the date of original shipment.
A.I.M.O.S. Software Products	One (1) year from the date of original shipment.

* RADIAX® Cable Assembly Product means any RADIAX® coaxial cable that has been fitted with Seller's connectors in accordance with the installation instructions.
† CNT® Cable Assembly Product means any CNT® coaxial cable that has been fitted with Seller's connectors by Seller or its certified distributor.
‡ HELIAX® Cable Assembly Product means any HELIAX® coaxial cable or elliptical waveguide that has been fitted with Seller's connectors by Seller or its certified distributor.

LIMITED PRODUCT WARRANTY

In- Building and Fixed Subscriber Antennas	The earlier of: (i) three (3) years from the date of installation or (ii) thirty-nine (39) months from the date of original shipment.
OneCell® and S1000 Small Cell Platforms (excluding software)	The earlier of: (i) one (1) year from the date of installation; or (ii) fifteen (15) months from the date of original shipment
Small Cell Device Management System (DMS) Software for OneCell® and S1000 Small Cell Platforms	Ninety (90) days from the date of original shipment
Base Station Antenna Products	Two (2) years from the date of original shipment for all base station antennas except base station antennas incorporating N-type connectors, which shall have a warranty of one (1) year from the date of original shipment.
Standard Tower Mounted Amplifier, Bias Tee and Power Distribution Unit Products	Two (2) years from the date of original shipment.
Standard Filter, Diplexer and Triplexer Products	Two (2) years from the date of original shipment.
DryLine® Dehydrator Systems and Line Monitoring Systems	Three (3) years from the date of original shipment or 3,000 hours of actual run time, whichever occurs first; except the Warranty Period for the compressor is only one (1) year from original shipment or 1,000 hours of actual run time, whichever occurs first. This Warranty Period does not apply to Factory Reconditioned Dehydrators, which are warranted for only one (1) year from the date of original shipment.
Microwave Antennas	Three (3) years from the date of original shipment.
Terrestrial Microwave System Products (including Microwave System Flex-Twist, Coupler, Filter and Diplexer Products)	Three (3) years from the date of original shipment.
SiteRise™ Solutions	One (1) year from the date of original shipment on workmanship for the Solution.
Copper Structured Cabling Products	One (1) year from the date of Installation
Fiber Optic Panels, including Accessories, Mounting Hardware, Modules	One (1) year from the date of shipment
Fiber Optic Field Terminated Connectors, Kits, Tools, Consumables, Accessories	One (1) year from the date of shipment
Indoor Fiber Cable Patch Cords, Cable Assemblies, Fiber Trunks	One (1) year from the date of shipment
Passive Optical Components and Value Added Modules (VAMs)	One (1) year from the date of shipment
Fiber Guide Fiber Management System (FGS)	One (1) year from the date of shipment
Optical Distribution Frames, including Modules, Blocks, Accessories and Hardware	One (1) year from the date of shipment
Other Enterprise Products (Coax, Automotive Cables, Enterprise Enclosures and miscellaneous items) (excluding software)	One (1) year from the date of installation.
Cabinets Cable and Apparatus Products	One (1) year from the date of original shipment.
Electronic Enclosure Products (Cabinets)	Two (2) years from the date of original shipment.
Alifabs™ Cabinets & Ancillary Products	One (1) year from the date of original shipment.
Alifabs™ Free Cooling Products and Accessories and Spare Parts, including Monitor	Two (2) years from the date of original shipment.
Alifabs™ Telecommunications Towers and Accessories	One (1) year from the date of original shipment.
Alifabs™ Services (power upgrades, enablements, installation and decommission work, rigging, and fault management)	One (1) year from the date of completion of the work.
Any other Software Products	Ninety (90) days from the date of original shipment.

Product Warranty

We warrant our product to be free from defects in material and workmanship, for terms specified below, provided there has been normal use and proper maintenance. This warranty applies to the original purchaser only. All remedies under this warranty are limited to the repair or replacement of any item or items found by the factory to be defective within the time period specified.

If you have a warranty claim, first you must call our factory at the number found in the back of this manual. You must retain proof of purchase and submit a copy with any items returned for warranty work. Upon completion of warranty fulfillment, if any, we will return the repaired or replaced item or items to you freight prepaid. Damage to our products caused by accidents, fire, vandalism, negligence, improper installation, misuse, Acts of God, or by defective parts not manufactured by us, is not covered under this warranty.

THE WARRANTY TIME PERIOD IS AS FOLLOWS: ALL "GOODS" MANUFACTURED BY OUR COMPANY: LIFETIME FRAME AND HARDWARE, NOT INCLUDING ROLLER WHEELS OR BRAKE PADS. ANY IMPLIED WARRANTIES OF MERCHANTABILITY AND/OR FITNESS FOR A PARTICULAR PURPOSE CREATED HEREBY ARE LIMITED IN DURATION TO THE SAME DURATION AND SCOPE AS THE EXPRESS WRITTEN WARRANTY. OUR COMPANY SHALL NOT BE LIABLE FOR ANY INCIDENTAL OR CONSEQUENTIAL DAMAGE.

Some states do not allow limitations on how long an implied warranty lasts, or the exclusion or limitation of incidental or consequential damages, so the above limitations or exclusions may not apply to you. This warranty gives you specific legal rights, and you may also have other rights which vary from state to state.

WARRANTY POLICY

Hanwha Techwin America (HTA) warrants to the original purchaser that HTA's products (the "Products") are free from defects in material and workmanship for a period of three (3) years from the date of original purchase, unless a different period is otherwise expressly stated below (the "Warranty Period"). HTA's obligation under this warranty is expressly limited to supplying replacement parts, repairing, or replacing, at its sole option, any product which HTA, in its sole judgment and discretion, determines contained a defect in materials or workmanship at the time of shipment from HTA. This warranty does not include on-site service or removal and re-installation costs. This warranty is valid only on HTA products and is subject to the limitations and exceptions listed below.

THIS LIMITED WARRANTY IS EXCLUSIVE, IS HTA's ONLY WARRANTY, AND IS EXPRESSLY IN LIEU OF ANY OTHER EXPRESS OR IMPLIED WARRANTIES. HTA HEREBY DISCLAIMS ANY AND ALL OTHER WARRANTIES AND WARRANTIES THAT MAY BE IMPLIED BY LAW, INCLUDING, WITHOUT LIMITATION, THE IMPLIED WARRANTIES OF MERCHANTABILITY, AND OF FITNESS FOR A PARTICULAR PURPOSE OR SPECIFIED USE. TO THE MAXIMUM EXTENT PERMITTED BY LAW, HTA, ITS SUBSIDIARIES, AND PARENTS SHALL NOT BE RESPONSIBLE FOR AND HEREBY DISCLAIMS ALL LIABILITY FOR ANY INCIDENTAL OR CONSEQUENTIAL DAMAGES INCURRED BY YOU OR ANY OTHER PERSON OR ENTITY HOWEVER CAUSED, WHETHER BY THE NEGLIGENCE OF HTA OR OTHERWISE, INCLUDING, BUT NOT LIMITED TO, ANY LIABILITY (i) FOR LOST REVENUES, LOST PROFITS, LOSS OF USE, THE COST OF DATA RECOVERY FROM HARD DISK DRIVES, THE VALUE OF DATA THAT CANNOT BE RECOVERED FROM HARD DISK DRIVES, OR ANY OTHER COMMERCIAL LOSSES OF ANY TYPE; (ii) FOR INJURY TO OR DEATH OF ANY PERSONS IN CONNECTION WITH THE PRODUCTS; AND (iii) LIABILITY WHICH YOU HAVE TO ANY OTHER PERSON, IRRESPECTIVE OF WHETHER SUCH LIABILITIES WOULD OTHERWISE ARISE FROM HTATUTE, NEGLIGENCE, CONTRACT, STRICT LIABILITY, OR OTHERWISE. ALL RIGHTS GRANTED TO YOU UNDER THIS LIMITED WARRANTY ARE CONDITIONED UPON AND SHALL ONLY ARISE IF THEY ARE EXERCISED IN THE MANNER DESCRIBED BELOW, AND ARE LIMITED TO THE ONE, SOLE AND EXCLUSIVE REMEDY OF REPAIR OR REPLACEMENT, AS SPECIFIED HEREIN.

If any person or entity other than HTA repairs or replaces parts on the Products without the prior written consent of HTA, this limited warranty shall be void with respect to the part or component of the Products so repaired or replaced, and with respect to any other part or component related thereto.

For a warranty claim to be valid, you must give full and reasonable written notice to HTA of the defect within thirty (30) days of your discovery of the defect, but in no event

later than the last day of the Warranty Period. On receipt of any such written notice, HTA will, as soon as reasonably practicable, cause to be repaired (or, at the sole option of HTA, have replaced) the defect(s) identified by the notice. HTA's SOLE RESPONSIBILITY IS TO REPAIR OR REPLACE SUCH DEFECTIVE ITEMS OF WHICH HTA SHALL HAVE RECEIVED TIMELY AND PROPER NOTICE AS PROVIDED HEREIN. ALL REPAIRS PERFORMED BY HTA AND ALL REPLACEMENT OF PARTS BY HTA SHALL BE SUBJECT TO THE SAME LIMITED WARRANTY PROVIDED HEREIN AND THE SAME DISCLAIMERS OF OTHER WARRANTIES, INCLUDING, BUT NOT LIMITED TO, THE DISCLAIMER OF ALL IMPLIED WARRANTIES OF MERCHANTABILITY AND FITNESS FOR A PARTICULAR PURPOSE OR SPECIFIED USE AND THE DISCLAIMER OF LIABILITY FOR ANY AND ALL INCIDENTAL OR CONSEQUENTIAL DAMAGES.

THIS WARRANTY DOES NOT COVER: malfunction, defect, failure, or damage (i) caused by or resulting from impact, mishandling, tampering, or use contrary to the applicable instruction manual; (ii) arising from ordinary wear and tear, wind, fires, storm, earthquake, incorrect power line voltage, inadequate or improper lighting, adverse weather conditions or other acts of God or nature, your or operators abuse or neglect, misuse, accident or mishap; (iii) arising from shipping; (iv) arising from work, repairs or alterations performed by others than HTA; (v) routine cleaning, normal cosmetic and mechanical wear and tear; and/or (vi) parts or accessories manufactured by persons other than HTA and warranted by such persons.

You acknowledge and agree, and represent and warrant to HTA, that the Products are not and will not be used as consumer goods or consumer products, are not going to be used for personal, family or household purposes, and are intended exclusively for commercial, and not consumer, use. You acknowledge and agree that this limited warranty is exempt from the provisions of the Magnuson-Moss Federal Warranty Act. Other than as set forth herein, no agent, employee, or representative of HTA has any authority to bind HTA to any other warranty, or to make any other representations or affirmations concerning the Products or any parts thereof. No affirmation, representation, or warranty made by any agent, employee or representative of HTA, shall be binding upon HTA unless the same is specifically included within this agreement.

To return a Product for repair, a Return for Service Authorization (RSA) number is required. The RSA request form is available on the HTA web site at HanwhaSecurity.com/repair. In addition to your contact information, you will need the following information in order to complete the form:

Model number
Serial Number
Date of Purchase (a copy of the original purchase receipt must be included with the

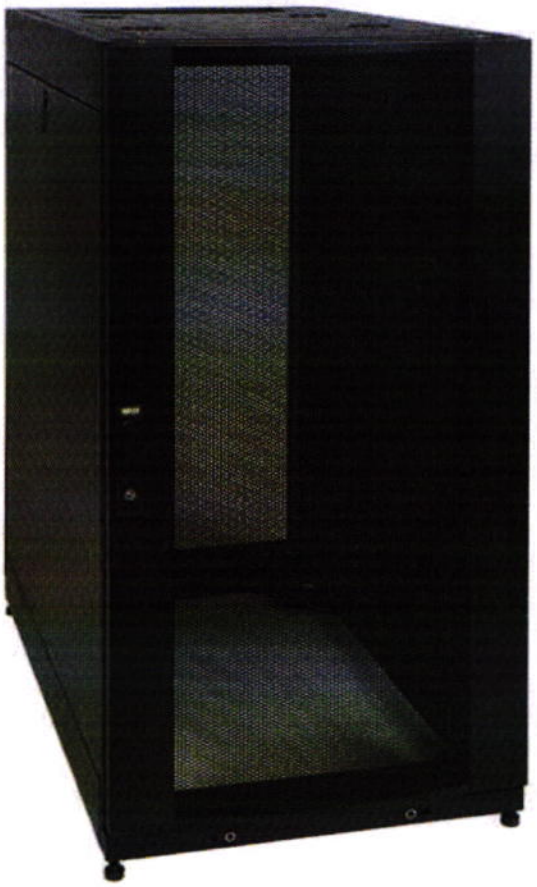
returned Product)
Detailed description of the defect or malfunction (this helps ensure our technicians can replicate the symptom)
The RSA form and return instructions will be e-mailed (or faxed) to you. Returned Products must be properly packaged, insured, and shipped freight prepaid. Be sure to include the RSA form and a copy of the purchase receipt with the Product. All returns must have the RSA number clearly marked on the shipping label. Products returned without an RSA number or shipped freight collect will be refused.

In the USA and Canada, you can also request an RSA from our customer support staff at 877-213-1222.

Tripp Lite
1111 W. 35th Street
Chicago, IL 60609
1 773.869.1774
1 773.869.1329
presaleshelp@tripplite.com

MODEL NUMBER: **SR25UB** PRODUCT STATUS **CURRENT**

25U SmartRack Standard-Depth Server Rack Enclosure Cabinet with doors & side panels



All Images (2) | Product Datasheet

Warranty	5-year limited warranty
Is Your Product in Warranty?	Your product is still covered under warranty if it was purchased after **11/9/2013**.
Support Resources	Create a Support Ticket

Support for In-Warranty Products	**North American Support Center** 773.869.1108 Please have your serial number ready when you call. Help me find it
Purchase a Replacement	Check Prices
Order Parts	Order parts for your SR25UB

Recently Viewed Items

SR42UBMDEXPND
SR42UB

Go to Product Page

DOCUMENTATION

DESIGN RESOURCES

Documentation

- Installation Guide for SmartRack Latch
- Assembly Instructions for SmartRack SR25UBKD & SR25UBEXPKD
- Owner's Manual for Smart Rack Enclosures (Multi-language)
- Product Datasheet

PRODUCT WARRANTY

PRODUCT REGISTRATION

Product Warranty Period (Worldwide)

5-YEAR LIMITED WARRANTY

Tripp Lite warrants this product, if used in accordance with all applicable instructions, to be free from original defects in material and workmanship for 5 years from the date of initial purchase. If the product should prove defective in material or workmanship within that period, Tripp Lite will, subject to the foregoing terms and limitations, repair or replace the product, in its sole discretion, as your exclusive remedy for Tripp Lite's breach of its limited warranty.

RETURN POLICY

REQUEST RETURN (RMA)

Tripp Lite's Return Policy

Proof of Warranty Coverage

You must provide proof that the product is covered under warranty. This can be confirmed by the product's serial number or with proof of purchase in the form of an invoice or receipt from a Tripp Lite authorized dealer. If required, please include the proof of purchase invoice with your return. Warranties on Tripp Lite products begin on the date of your product purchase. Warranty coverage varies by product line. Specific warranty duration is outlined in the owner's manual that accompanies each unit.

Shipping Returns

You are responsible for all transportation, insurance, duties and other similar charges for returned products. Please use caution; shipping damages resulting from improper packaging will be your responsibility. We recommend using a reliable parcel or freight carrier who is capable of providing tracking information and proof of delivery. The proof of purchase, if required, and your RMA number must be inserted in the shipping carton before the carton is sealed.

Repair or Replacement

Tripp Lite will repair or replace the product at Tripp Lite's option and ship the repaired or replaced product back to you at no charge.

Products not accompanied by a valid RMA number will not be accepted. The RMA number must be enclosed with your product or be clearly visible on the outside of the packaging.

PARTS & ACCESSORIES

Parts & Accessories

UPS ACCESSORIES

4POSTRAILKIT

4-Post Rack-Mount Installation Kit of select Rack-Mount UPS Systems

More...

MANAGEMENT HARDWARE

RACK ACCESSORIES

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Chicago, IL 60609
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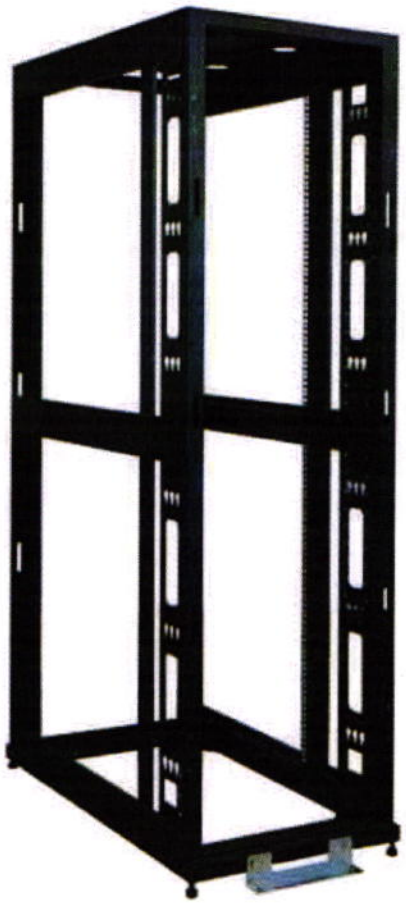
1 773.869.1329
presaleshelp@tripplite.com

MODEL NUMBER: **SR42UBMDEXPND** PRODUCT STATUS **CURRENT**

42U SmartRack 4-Post Mid-Depth Open Frame Rack - no sides or doors



All Images (1) | Product Datasheet

Warranty	5-year limited warranty
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Support Resources	Create a Support Ticket

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SR42UB

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PRODUCT WARRANTY

PRODUCT REGISTRATION

Product Warranty Period (Worldwide)

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Tripp Lite's Return Policy

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PARTS & ACCESSORIES

Parts & Accessories

UPS ACCESSORIES

4POSTRAILKIT

4-Post Rack-Mount Installation Kit of select Rack-Mount UPS Systems

More...

RACK ACCESSORIES

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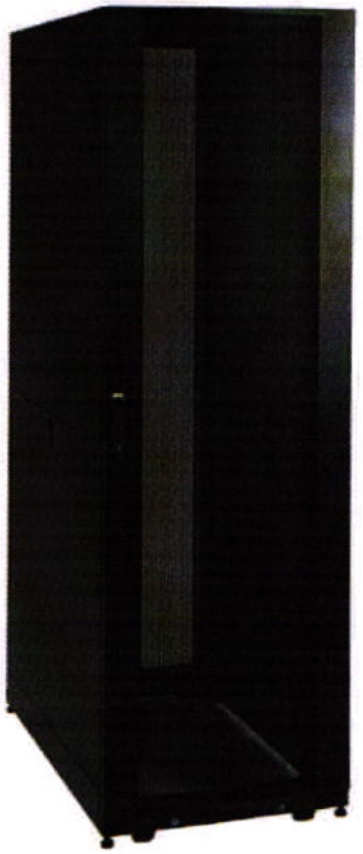
1 773.869.1329
presaleshelp@tripplite.com

MODEL NUMBER: **SR42UB** PRODUCT STATUS **CURRENT**

42U SmartRack Standard-Depth Server Rack Enclosure Cabinet with doors & side panels



All Images (20) | Product Datasheet

Warranty	5-year limited warranty
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PRODUCT REGISTRATION

Product Warranty Period (Worldwide)

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RETURN POLICY

REQUEST RETURN (RMA)

Tripp Lite's Return Policy

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Repair or Replacement

Tripp Lite will repair or replace the product at Tripp Lite's option and ship the repaired or replaced product back to you at no charge.

Products not accompanied by a valid RMA number will not be accepted. The RMA number must be enclosed with your product or be clearly visible on the outside of the packaging.

PARTS & ACCESSORIES

Parts & Accessories

MANAGEMENT HARDWARE

SRSWITCH

SmartRack Magnetic Door Switch Kit for front and rear doors; requires ENVIROSENSE, TLNETEM, E2MTHDI or E2MTDI

More...

RACK ACCESSORIES

How can we improve the information on this page?

Is an important specification missing? Did you spot an error? Please **let us know** how we can make this information more useful to you.

Need help with your purchase?

We're always available to help with questions, including product selection, sizing, installation and product customization. Call us at **1 773.869.1774** or email **presaleshelp@tripplite.com**.

Tripp Lite
1111 W. 35th Street
Chicago, IL 60609
1 773.869.1774
1 773.869.1329
presaleshelp@tripplite.com

MODEL NUMBER: **SU1500RTXLCD2U** PRODUCT STATUS **CURRENT**

SmartOnline 120V 1.5kVA 1.35kW Double-Conversion UPS, 2U Rack/Tower, Extended Run, Network Card Slot, LCD, USB, DB9

All Images (8) | Product Datasheet

Warranty	2-year limited warranty
Insurance	$250,000 Ultimate Lifetime Insurance

Is Your Product in Warranty?	Your product is still covered under warranty if it was purchased after **11/9/2016**.
Support Resources	SU1500RTXLCD2U How-To Videos Replacement UPS Batteries Create a Support Ticket
Support for In-Warranty Products	**North American Support Center** 773.869.1112 Please have your serial number ready when you call. Help me find it
Purchase a Replacement	Check Prices

Recently Viewed Items

SR25UB
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Go to Product Page

DOCUMENTATION

SOFTWARE, FIRMWARE & DRIVERS

ARTICLES

HOW-TO VIDEOS

Software, Firmware & Drivers

- External Battery Pack Configuration Software and Instructions (English)
- UPS System Output Voltage Selector Utility

PRODUCT WARRANTY

PRODUCT REGISTRATION

EXTENDED WARRANTIES

Product Warranty Period (Worldwide)

2-YEAR LIMITED WARRANTY

Tripp Lite warrants this product, if used in accordance with all applicable instructions, to be free from original defects in material and workmanship for 2 years from the date of initial purchase. If the product should prove defective in material or workmanship within that period, Tripp Lite will, subject to the foregoing terms and limitations, repair or replace the product, in its sole discretion, as your exclusive remedy for Tripp Lite's breach of its limited warranty.

INSURANCE COVERAGE

INSURANCE CLAIMS

Insurance Coverage

Your SU1500RTXLCD2U comes with **$250,000 Ultimate Lifetime Insurance** coverage.

Learn More

REPLACEMENT UPS BATTERIES

Replacement UPS Batteries

BATTERY MODEL NUMBER	RBC94-2U 2U UPS Replacement 48VDC Battery Cartridge (1 set of 4) for select Tripp Lite SmartPro UPS Information & Pricing
QUANTITY REQUIRED	1

RETURN POLICY

REQUEST RETURN (RMA)

Tripp Lite's Return Policy

Proof of Warranty Coverage

You must provide proof that the product is covered under warranty. This can be confirmed by the product's serial number or with proof of purchase in the form of an invoice or receipt from a Tripp Lite authorized dealer. If required, please include the proof of purchase invoice with your return. Warranties on Tripp Lite products begin on the date of your product purchase. Warranty coverage varies by product line. Specific warranty duration is outlined in the owner's manual that accompanies each unit.

Shipping Returns

You are responsible for all transportation, insurance, duties and other similar charges for returned products. Please use caution; shipping damages resulting from improper packaging will be your responsibility. We recommend using a reliable parcel or freight carrier who is capable of providing tracking information and proof of delivery. The proof of purchase, if required, and your RMA number must be inserted in the shipping carton before the carton is sealed.

Repair or Replacement

Tripp Lite will repair or replace the product at Tripp Lite's option and ship the repaired or replaced product back to you at no charge.

Products not accompanied by a valid RMA number will not be accepted. The RMA number must be enclosed with your product or be clearly visible on the outside of the packaging.

PARTS & ACCESSORIES

Parts & Accessories

UPS BATTERY PACKS

BP48V24-2U

External 48V 2U Rack/Tower Battery Pack Enclosure + DC Cabling for select UPS Systems (BP48V24-2U)

More...

BP48V27-2US

External 48V 2U Rack/Tower Battery Pack for select UPS Systems (BP48V27-2US)

More...

BP48V60RT-3U

External 48V 3U Rack/Tower Battery Pack Enclosure + DC Cabling for select UPS Systems (BP48V60RT-3U)

More...

UPS ACCESSORIES

MANAGEMENT HARDWARE

POWER DISTRIBUTION UNITS

USB, LIGHTNING & FIREWIRE

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We're always available to help with questions, including product selection, sizing, installation and product customization. Call us at **1 773.869.1774** or email **presaleshelp@tripplite.com**.

Valcom Warranty

Valcom, Inc. warrants its products only to the original purchaser, for its own use, to be free from defects in materials and workmanship under conditions of normal use and service for a period of one year from the date of shipment. This Limited Warranty obligation shall be limited to the replacement, repair or refund of any such defective device within the warranty period, provided that:

1. inspection by Valcom, Inc. indicates the validity of the claim;
2. the defect is not the result of damage, misuse or negligence after the original shipment;
3. the product has not been altered in any way or repaired by others and that factory sealed units are unopened (a service charge plus parts and labor will be applied to units defaced or physically damaged);
4. freight charges for the return of products to Valcom are prepaid;
5. all units 'out of warranty' are subject to a service charge. The service charge will cover minor repairs (major repairs will be subject to additional charges for parts and labor).

This Limited Warranty is in lieu of and excludes all other warranties, expressed or implied and in no event shall Valcom, Inc. be liable for any anticipated profits, consequential damages, loss of time or other losses incurred by the buyer in connection with the purchase, operation, maintenance, installation, removal or use of the product. The maximum liability of Valcom under this warranty is limited to the purchase price of the specific Product covered by the warranty.

Disclaimer. Except for the Limited Warranty provided herein, the product is provided “as-is” without any warranty of any kind whatsoever including, without limitation, any WARRANTY OF MERCHANTABILITY,

FITNESS FOR A PARTICULAR PURPOSE OR NON-INFRINGEMENT.

This warranty specifically excludes damage incurred in shipment. In the event a product is received in damaged condition, the carrier should be notified immediately. Claims for such damage should be filed with the carrier involved in accordance with the F.O.B. point.

Headquarters:
Valcom, Inc.
5614 Hollins Road
Roanoke VA 24019-5056
Phone: (540) 563-2000 FAX: (540) 362-9800
Email: is@valcom.com

5614 Hollins Road
Roanoke, Virginia 24019

1.800.825.2661
1.540.563.2000

Mon - Fri: 8 am - 7:30 pm EST

Technical Support

Customer Services

Sales

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Overview (./) Register (register.php)

5 Year Interactive ViewBoard warranty for Education

Register Now (register.php)

How does it work?

It's simple! If you have bought one or more of ViewSonic's interactive Viewboard for your Education establishment after Sep 1st 2016, you can register online to receive an exclusive 5 years limited warranty. Complete peace of mind!

Register Now (register.php)

Better Services

Extended Warranty:

ViewSonic provides customers with the security of a manufacturers warranty against defected products. We are keen to provide our customers with great peace of mind and confidence in our product. With that in mind, we are now providing a total of 5 years limited warranty on selected ViewSonic Interactive Viewboards for education.

The Service:

At ViewSonic, we are devoted to customer satisfaction and committed to positive relationships with every company and individual with whom we do business. In our commitment to provide the best customer support, we offer competitive warranties adapted for each product type. ViewSonic offer an on site service at the customer site ensuring minimal downtime.

Applicable products include: CDE5560T, CDE5561T, CDE6560T, CDE6561T, CDE7060T, CDE7061T, CDE8452T, IFP5550, IFP6550, IFP7500, IFP7550, IFP8650

Company +

Support +

Products +

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Region: United Kingdom

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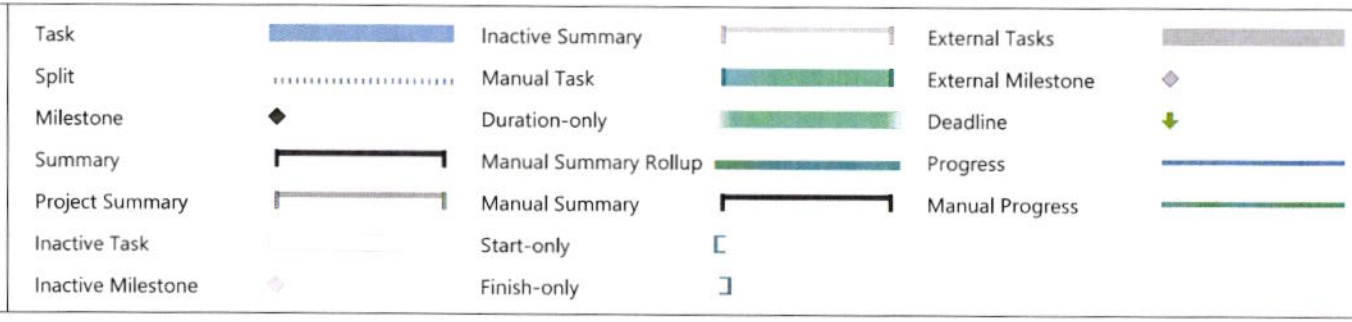
AAA NETWORK solutions INC

www.aaansi.com
8401 Page Street, Buena Park, CA 90621
(714) 484-2711 Phone • (714) 484-2994 Fax

Meet customer's needs, expectations, and budget!

Timeline for Product Delivery and Services

ID	Task Mode	Task Name	Duration	Start	Finish
1		**Magnolia Public Schools - 1 Site**	44 days	Wed 1/2/19	Mon 3/4/19
2		**Magnolia Science Academy 1 (MSA-1)**	**44 days**	**Wed 1/2/19**	**Mon 3/4/19**
3		Initial Site Walk	1 day	Wed 1/2/19	Wed 1/2/19
4		Order Materials	8 days	Thu 1/3/19	Mon 1/14/19
5		Installation of Cable / Server Racks / IDF Racks / HDMI Installation	21 days	Tue 1/15/19	Tue 2/12/19
6		Termination & Testing of Cable	1 day	Wed 2/13/19	Wed 2/13/19
7		Installation of Fiber	2 days	Tue 1/15/19	Wed 1/16/19
8		Termination & Testing of Fiber	1 day	Thu 1/17/19	Thu 1/17/19
9		Camera & Bell Configuration/Installation	7 days	Thu 2/14/19	Fri 2/22/19
10		District Inspection	1 day	Mon 2/25/19	Mon 2/25/19
11		Submit Closeout Documentation	1 day	Mon 3/4/19	Mon 3/4/19



Powered by BoardOnTrack

Magnolia Public Schools - Regular Board Meeting - Agenda - Thursday December 13, 2018 at 6:00 PM

Meet customer's needs, expectations, and budget!

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8401 Page Street, Buena Park, CA 90621
(714) 484-2711 Phone • (714) 484-2994 Fax

References

REFERENCES

Los Angeles Unified School District
Information Technology Division &
Facilities Division
333 South Beaudry Avenue, 19th Floor
Los Angeles, CA 90017

Project(s):

- RFP 1082, Packages 1 & 2
  - Description of Project: LAN/WLAN system design, on/off site engineering, installation of cat6 & fiber optic cable infrastructure systems, configuration & installation of Cisco equipment at 32 school sites.
  - Amount of Project:$13,900,000.00
  - Project Duration: 2012 – 2015
  - Contact: Robert Gutierrez, (213) 598-6141, Robert.x.gutierrez@lausd.net

- RFP 1090, Packages 1, 2, 3, & 4
  - Description of Project: LAN/WLAN/convergence system design, on/off site engineering, installation of cat6 & fiber optic cable infrastructure systems, configuration & installation of Cisco equipment at 77 school sites.
  - Amount of Project: $39,356,920.18
  - Project Duration: 2013 - 2016
  - Contact: Robert Gutierrez, (213) 598-6141, Robert.x.gutierrez@lausd.net

- Network Equipment for 227 Schools
  - Description of Project: LAN/WLAN system design, on/off site engineering, configuration and installation of Alcatel-Lucent LAN switches at 227 school sites.
  - Amount of Project: $3,570,171.10
  - Project Duration: 2014-2015
  - Contact: Robert Gutierrez, (213) 598-6141, Robert.x.gutierrez@lausd.net

- 2015LE, Packages 1, 2, 3
  - Description of Project: Full scale network equipment design, on/off site engineering, configuration and installation of APC UPS and Alcatel-Lucent networking equipment at 205 school sites.
  - Amount of Project: $18,631,484.32
  - Project Duration: 2015-2016
  - Contact: Robert Gutierrez, (213) 598-6141, Robert.x.gutierrez@lausd.net

- EEC
  - Description of Project: Configuration and delivery of APC UPS & Cisco Networking Equipment at 37 school sites.
  - Amount of Project: $2,395,300.20
  - Project Duration: 2016
  - Contact: Robert Gutierrez, (213) 598-6141, Robert.x.gutierrez@lausd.net

Archdiocese of Los Angeles
Information Technology Division
3424 Wilshire Boulevard, 4th Floor
Los Angeles, CA 90010

Project(s):

- C3 Project: Ruckus LAN Wireless System Installation District-Wide at 275 Schools
  - Description of Project: Complete engineering, design, and turnkey installation of Ruckus Wireless LAN system, network cabling system, electronics networking equipment, electrical/conduit systems, AV systems, Pole-Vault PVS-300 model including Epson projectors for multiple school sites.
  - Amount of Project: $4,125,000.00
  - Project Duration: June 2011 – December 2013
  - Contact: Dave Schmitt, (626) 253-6982 dschmitt@la-archdiocese.org

Campbell Hall
4533 Laurel Canyon Blvd.
North Hollywood, CA 91607

Project Title: Valcom Full IP Based PA One-Way System

- Description of Project: The project included the installation, configuration and testing of rack mounted network servers/stations, interior and exterior speakers/horns and any necessary pathway/conduit
- The site was assessed for speaker placement to provide adequate PA coverage throughout the campus and a dialing code was defined and implemented to group speakers and horns to appropriate paging zones.
- Amount of Project: $175,600.00

- Project Duration: May 2015 – February 2016
- Contact: Michael Metelski, (818) 505-5321 metelsm@campbellhall.org

Salinas City Elementary School District
840 South Main Street
Salinas, CA 93901

Project(s):

- E-Rate Project: Installation of Network Cabling Systems at Multiple Sites
  - Description of Project: Complete engineering, design and turnkey installation of Cat6 & fiber optic cable infrastructure systems, underground conduit systems, at El Gabilan Elementary School and Los Padres Elementary School.
  - Amount of Project: $185,000.00
  - Project Duration: June 2013 – August 2013
  - Contact: Ray Valenzuela, (661) 716-1840 rvalenzuela@infinitycomm.com

Panama Buena Vista Unified School District
4200 Ashe Road
Bakersfield, CA 93313

Project(s):

- E-Rate Year 17 Project: Installation of Turnkey Network Systems at 17 School Sites
  - Description of Project: LAN/WLAN system design, on/off site engineering throughout the contract duration, installation of Cat6 & fiber optic cable infrastructure systems, installation of Aruba instant wireless access points in each classroom, installation of Aruba POE edge switches in all telecom closets, installation of Aruba Airwave Management System, installation of Aruba NAC ClearPass 25k system, installation of 25 Alcatel core switches at the MDF at 25 school sites, customer training, close-out documentation, and as-built drawings.
  - Amount of Project: $2,435,000.00
  - Project Duration: April 2014 – December 2014
  - Contact: Ray Valenzuela, (661) 716-1840 rvalenzuela@infinitycomm.com

AAA NETWORK solutions INC

Live Oak School District
303 Potero Street, Suite 4
Santa Cruz, CA 95060

Project(s):

- E-Rate Project: Installation of Turnkey Network Systems Including Wireless and Network Switches at Multiple School Sites
  - Description of Project: Complete engineering, design and turnkey installation of Cat6 & fiber optic cable infrastructure systems, conduit systems, LAN wireless systems, and network switches for 6 school sites.
  - Amount of Project: $998,000.00
  - Project Duration: July 2010 – October 2010
  - Contact: Aaron McDonald, (831) 818-1703 aaron@coopertechnologies.net

Lemon Grove School District
8025 Lincoln Street
Lemon Grove, CA 91945

Lemon Grove School District

Project(s):

- Technology Upgrade Project – E-Rate Year 14: Structured Cabling at Lemon Grove Middle School
  - Description of Project: Turnkey installation of 400 Cat6A & fiber optic cable systems, installation of 12 telecom cabinets at multiple buildings, raceway/pathway installation, and cable testing.
  - Amount of Project: $185,000.00
  - Project Duration: October 2011 – January 2012
  - Contact: Joanne Branch, (619) 929-6334 jbranch@sdcoe.net

- Technology Upgrade Project – Installation of Turnkey LAN/WLAN Network Systems at Multiple Sites
  - Description of Project: Cisco LAN/WLAN system design, on/off site engineering, turnkey installation of CAT6A & fiber optic cable systems, Cisco 3702i wireless access points in each classroom, central controllers at the Lemon Grove District Office, edge switches in each telecom closet throughout the District sites, conducting system test & acceptance, and cable testing.
  - Amount of Project: $745,000.00
  - Project Duration: December 2014 – March 2015
  - Contact: Joanne Branch, (619) 929-6334 jbranch@sdcoe.net

AAA NETWORK solutions INC

Compton Unified School District
Information Technology Division
501 South Santa Fe Avenue
Compton, CA 90221

Project(s):

- E-Rate Year 15 Project: Installation of Turnkey Network Systems at 36 School Sites
  - Description of Project: LAN/WLAN system design, on/off site engineering, turnkey installation of Cat6 & fiber optic cable infrastructure systems, Ruckus wireless access points in each classroom, central controllers at the District office, edge switches in each telecom closet, conducting system test & acceptance, cable testing, as-built drawings, and closeout documentation.
  - Amount of Project: $2,135,000.00
  - Project Duration: May 2013 – September 2013
  - Contact: Kevin Evans, (310) 639-4321 ext. 55068 kevans@compton.k12.ca.us

Bellflower Unified School District
Information Technology Division
16703 Clark Avenue
Bellflower, CA 90706

Project(s):

- E-Rate Year 15 Project: Installation of Turnkey Network Systems at 17 School Sites
  - Description of Project: LAN/WLAN system design, on/off site engineering, turnkey installation of Cat6 & fiber optic cable infrastructure systems, Cisco 3602i wireless access points in each classroom, central controllers at the District office, edge switches in each telecom closet, conducting system test & acceptance, cable testing, as-built drawings, and closeout documentation.
  - Amount of Project: $1,235,000.00
  - Project Duration: May 2013 – September 2013
  - Contact: Philip Eichar, (562) 804-7384 ext. 6105 peichar@busd.k12.ca.us

Archdiocese of Los Angeles

General Counsel
(213) 637-7511

3424 Wilshire Boulevard

Los Angeles
California
90010-2241

Letter of Recommendation

March 13, 2017

To whom it may concern:

I am writing this letter on behalf of the Archdiocese of Los Angeles, to express our complete satisfaction with the services provided by AAA Network Solutions, Inc. AAA has worked as a contractor for the Archdiocese for over eight years and has completed multiple projects for us. I am privileged to provide this letter of recommendation on their behalf.

AAA has completed over 150 wired and wireless infrastructure projects at schools and parishes in the Los Angeles Archdiocese and is a preferred vendor for the Archdiocese. AAA has been the successful bidder/vendor for our Erate Infrastructure Consortiums the last two years and they are currently under contract to install wired and wireless infrastructure in 64 additional Archdiocesan schools. We have been completely satisfied with all of their work which, all totaled, has amounted to many multiple millions of dollars.

As the director of the Erate Consortiums construction the last two years, I personally have had a close working relationship with AAA's senior management and field installers, and I find them all to be the utmost professionals, extremely honorable, have given us great value for our expenditures, and are totally reliable. All projects have been completed within the agreed upon timeframes. AAA provides many options and alternatives to choose from in their proposals and pre-construction processes, allowing for a customized approach to projects. AAA has successfully completed projects for us involving wired and wireless campus infrastructure, cabling, conduit, electrical, LAN / WLAN, VOIP and P/A Intercom system installations.

I am confident AAA will deliver a superior level of service and I wholeheartedly endorse AAA Network Solutions Inc. as a trusted contractor and recommend them for planning and construction of any network, infrastructure, and/or electrical service project. Please feel free to contact me at 213-637-7312 if there are any questions regarding this letter of recommendation.

Sincerely,

David G. Moore

David Moore

Director-Telecommunications
Archdiocese of Los Angeles
3424 Wilshire Blvd.
Los Angeles, CA 90010
213-637-7312 office

ALLIANCE
College-Ready Public Schools
Where **Exceptional** is the **Rule**

August 1st, 2018

To Whom It May Concern:

I am writing to highly recommend using AAA Network Solutions for all your technology needs. Based on our recent experience using AAA Network Solutions to upgrade and install our wireless infrastructure, I couldn't have asked for a smoother implementation.

Communication by far was so important for me and AAA Network Solutions far exceeded my expectations. I was always informed of the status of the project and email and phone correspondence was lightning fast, usually within minutes of me asking my millions of questions! Their engineers were professional, friendly and were willing to do more than what the project entailed (like searching for our older access points inside the ceilings and testing cabling that was done by another vendor).

Lastly, pricing for the whole project was the lowest and the reason for AAA Network Solutions winning our bid.

To say the least, we are absolutely happy with the service that AAA Network Solutions provided and confident enough to say that any company would benefit from their services.

Sincerely,

Lee Candelaria

IT Manager

601 South Figueroa Street, 4th Floor, Los Angeles, CA 90017
Phone: 213-943-4930 • Fax: 213-943-4931 • www.laalliance.org

BELLFLOWER UNIFIED SCHOOL DISTRICT

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Office of the Assistant Superintendent, Lisa Azevedo

April 21, 2015

Mr. David Ngo
AAA Solar Electric
1182 North Knollwood Circle
Anaheim, Ca 92801

Dear Mr. Ngo,

The Bellflower Unified School District would like to thank you for the service you provided on the Instructional Audio Visual Hardware Installation and Electrical Services project. The district-wide project was successful and completed within a timely manner. AAA Solar was responsive throughout the project. Employees were always extremely professional in their communications with the district.

The District would like to thank you for accommodating our school's schedules. We realize that working around students and holiday schedules often posed a challenge. AAA Solar worked additional shifts to complete tasks. This was greatly appreciated.

This particular project was complex in that AAA Solar not only worked with Bellflower Unified School District staff but an additional company supplying the instructional technology. AAA Solar's communication between the two additional groups was clear, timely and professional. Any additional challenges with the project were addressed and completed.

AAA Solar has done an excellent job and I would be happy to recommend your services to other organizations.

Lisa Azevedo
Assistant, Superintendent
Academic Accountability and Curriculum Improvement

Campbell Hall
EPISCOPAL

April 22, 2015

AAA Solar Electric
1182 North Knollwood Circle
Anaheim, CA 92801
Attn: David Ngo

Dear David,

I write to thank AAA Solar Electric for the service you have provided on numerous projects at Campbell Hall School. The most recent project was the installation and setup of a Valcom Class Connection IP-based PA system. This installation included all design, network cabling, speaker installation, system programing, and training for 150 interior and exterior Valcom speakers as well as tying the Valcom system into our current Mitel telephone system. The system works very well and AAA Solar Electric dedicated the necessary resources to complete the project at times when classes were not is session (i.e. evenings and weekends).

In addition to the PA system installation, we have used AAA Solar Electric for numerous network cabling projects (both fiber and copper) around campus. The scope has ranged from small jobs with less than 10 drops to larger jobs of approximately 100 drops or more. Each time, AAA Solar Electric was always professional and always exceeded our expectations.

We look forward to utilizing your services in the future and we would definitely recommend your company to others.

Best regards,

Michael Metelski
Director of Technology

4533 Laurel Canyon Boulevard, North Hollywood, CA 91607 Tel: 818-980-7280 Fax: 818-506-5319 www.campbellhall.org

intelligent computer concepts
2816 Columbia Street • Torrance • California • 90503 • Tel: (310) 217-4727

Letter of Recommendation
AAA Solar Electric, Inc.

While acting as the consulting IT Director for ERUSD we were looking for a cabling company that could meet a tight construction deadline . The task at hand was to replace all existing CAT5 Cabling with CAT6 Cabling, add additional data drops/fiber runs where necessary and replace networking cabinets for thirteen (13) school sites in forty five (45) days. During the formal selection process we chose AAA Solar Electric due to the great feedback we received from their references.

Working with AAA Solar was a pleasure; their staff was friendly and very professional. Like any large project there were bumps along the way and AAA Solar corrected any problems very quickly. The quality of work was professional and they met our tight deadline.

In conclusion, I recommend AAA Solar Electric, Inc and I am sure that you will be very satisfied with their performance.

Sincerely,

Mark Metzner
Director of IT Services
Intelligent Computer Concepts
2816 Columbia Street
Torrance, CA 90503
310-208-9579

Fillmore Unified School District

627 Sespe Ave. Fillmore CA 93015

November 30, 2010

Mr. David Ngo
AAA Solar Electric, Inc
1182 N. Knollwood Circle
Anaheim, CA 92801

RE: SESPE Elementary School Project - E-Rate Network Cabling Project

Dear Mr. Ngo:

On behalf of the Fillmore Unified School District, we would like to take this opportunity to thank you and your entire staff for the excellent job you have done for the above-mentioned project.

Your project manager, Gil Gonzales and crew worked tirelessly for over three months to provide our students and staff with a school that would meet our immediate needs and grow with our future requirements.

Thank you again for the professionalism and the expertise you brought to our project.

Sincerely

Gil San Jose
Computer and Network Specialist

Fresno Unified School District

February 16, 2006

AAA Solar Electric, Inc
David Ngo, Vice President
1182 N. Knollwood Circle
Anaheim, CA 92801

RE: Project Completion

Dear AAA Solar Electric:

Thank you for your support in making another school year a success. Your support and involvement in the Fresno Unified School District has benefited students and faculty.

The technological improvements to our schools will enhance education for students and enhance learning resources for teachers and staff. It has been a pleasure working with you and your support team to complete our E-Rate projects and we are looking forward to another successful project completion in the near future.

Please feel free to use this letter as a reference for quality services provided.

Sincerely,

Shawn Carter,
Facility & Maintenance Manager
(559) 681-6477

April 9, 2015

Mr. David Ngo
AAA Solar Electric
Via Email: dngo@aaaSolarElectric.com

Dear Mr. Ngo:

The Education Facility Solutions Group at the San Diego County Office of Education would like to thank you for the service you provided as a subcontractor to Soltek Pacific, Inc. on the Multi-site Wireless Project at Lemon Grove School District. The multi-site wireless project was very successful due to a great deal of excellent customer service from AAA Solar Electric. AAA Solar Electric actually went above and beyond by working on a couple of unexpected weekends at the request of the owner, as well as assisting with an off-contract concern very professionally and effectively.

In addition, I wanted to thank you for the work you did at the Lemon Grove Middle School a couple of years ago on a wireless system installation. It was good to see you as the low bidder on the current project, as I knew we had acquired a trustworthy subcontractor who knows how to work with clients on complex projects where unforeseen conditions regularly occur.

Your personnel have done a great job and would be easily recommended to others.

Sincerely,

Joanne Branch
Project Manager

c: LGSD – Simon Abejo
Soltek Pacific – Mike Jovin
Bill Dos Santos - EFSG

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West Covina Unified School District

To Whom It May Concern,

This letter serves as my recommendation of services from AAA Solar Electric, Inc. (AAA). They provided services on three schools for the district installing Aruba access points and infrastructure cabling under the E-Rate funding program. They were able to integrate Clear Pass, Air Wave, and Aruba Instant access points to our existing Microsoft and Cisco network. The integration allows us to use Active Directory credentials to allow users to login.

AAA maintained excellent communication throughout the project, and were quick to resolve any issues as they came up. The quality of work of the installations met and exceeded our standards and also maintaining to code. AAA provided excellent support in itemizing and qualifying items under the E-Rate program by providing breakdowns and documentation which helps us apply for discounts. The close out also provided us with very good as-builts, owner manuals, and support of the process.

I would recommend AAA as they have been a great contractor to work with. If you have any questions please do not hesitate in contacting me.

Eric Calderon
Chief Technology Officer
West Covina Unified School District
626-939-4600 x4665 | ecalderon@wcusd.org

Raising Up Caring, Creative & Confident Children

TULARE CITY
School District

02/23/2018

To Whom It May Concern:

I am writing on behalf of AAA Network Solutions, a recent vendor on one of our E-Rate Cabling Projects. In 2017, Tulare City School District sought bids in conjunction with upgrading both the wired and wireless infrastructure at our 10 Elementary Schools. AAA Network Solutions responded to this bid and ultimately was awarded contracts for Fiber Optic and Category 6 cabling as well as deprecated Wireless Access Point removal.

Up to this point, Tulare City School District had never worked with AAA Network Solutions but upon checking their references and several phone conversations with Mr. Huy Dinh (AAA Network Solutions Project Manager), we were confident of AAA Network Solution's ability to deliver on the contract(s).

Throughout the process, I found AAA Network Solutions entire staff to be quite competent, flexible and professional as we dealt with the myriad variables that occur in upgrading older physical plant design to current standards. When "grey areas" occurred, it was very easy to speak frankly with AAA Network Solutions regarding how to proceed in a fair and expeditious manner in order to keep the project on time and on budget.

Based on our dealings and experience with AAA Network Solutions staff, I would very much recommend them to any perspective customer/school district. I would expect AAA Network Solutions to deliver the same efficiency, professionalism and expertise as they have with our school district.

However, if you have any further questions about this issue or would like to speak directly regarding AAA Network Solutions, please feel free to call my office at 559-685-7370.

Thank You,

Daryl Shelton
Director I – Information Services
Tulare City School District

Board of Trustees
President Teresa Garcia
Vice President Irene Henderson
Clerk Melissa Janes
Members Daniel Enriquez, Phil Plascencia

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600 N. Cherry St. Tulare, CA 93274
559.685.7200 559.685.7248 Fax
www.tcsdk8.org
facebook.com/tcsdk8

(310) 208-5015
Fax (310) 208-6077
University Catholic Center at UCLA
633 Gayley Avenue, Los Angeles, CA 90024

March 22, 2018

To Whom It May Concern:

It is with great pleasure that I write this letter of reference for AAA Network Solutions, Inc. AAA Network Solutions demonstrated their expertise at all levels and were great to work with. They updated our network system without intrusion and complications. They completed the project in a very timely manner and were very respectful of our building and work environment. We were extremely pleased with the quality of their work and the Level of their cooperation throughout the project. With great confidence, we would offer them another work project in the future. I would highly recommend AAA Network Solutions, Inc. for anyone who wants quality service.

Sincerely,

Fr Jamie Baca, csp

Fr, Jamie Baca, CSP
Director

AAA NETWORK solutions INC

www.aaansi.com
8401 Page Street, Buena Park, CA 90621
(714) 484-2711 Phone • (714) 484-2994 Fax

Meet customer's needs, expectations, and budget!

Company's Other Documentation

CONTRACTORS STATE LICENSE BOARD

Contractor's License Detail for License # 938689

DISCLAIMER: A license status check provides information taken from the CSLB license database. Before relying on this information, you should be aware of the following limitations.

CSLB complaint disclosure is restricted by law (B&P 7124.6) If this entity is subject to public complaint disclosure, a link for complaint disclosure will appear below. Click on the link or button to obtain complaint and/or legal action information.
Per B&P 7071.17 , only construction related civil judgments reported to the CSLB are disclosed.
Arbitrations are not listed unless the contractor fails to comply with the terms of the arbitration.
Due to workload, there may be relevant information that has not yet been entered onto the Board's license database.

Data current as of 10/30/2017 2:37:49 PM

Business Information

AAA NETWORK SOLUTIONS INC
8401 PAGE ST
BUENA PARK, CA 90621
Business Phone Number:(714) 484-2711

Entity Corporation
Issue Date 10/12/2009
Expire Date **10/31/2019**

License Status

This license is current and active.

All information below should be reviewed.

Additional Status

There is Complaint Disclosure information for this license.

Classifications

C10 - ELECTRICAL
C-7 - LOW VOLTAGE SYSTEMS

Bonding Information

Contractor's Bond

This license filed a Contractor's Bond with PHILADELPHIA INDEMNITY INSURANCE COMPANY.
Bond Number: PB020833000006
Bond Amount: $15,000
Effective Date: 01/01/2016
Contractor's Bond History

Bond of Qualifying Individual

This license filed Bond of Qualifying Individual number **100132620** for DAVID QUANG NGO in the amount of **$12,500** with AMERICAN CONTRACTORS INDEMNITY COMPANY.
Effective Date: 07/15/2010
This license filed Bond of Qualifying Individual number **251730C** for THUYHANG THI TRINH in the amount of **$12,500** with DEVELOPERS SURETY AND INDEMNITY COMPANY.
Effective Date: 04/15/2011

Workers' Compensation

This license has workers compensation insurance with the EVEREST NATIONAL INSURANCE COMPANY
Policy Number:7600017639
Effective Date: 05/15/2017
Expire Date: 05/15/2018
Workers' Compensation History

Other

Personnel listed on this license (current or disassociated) are listed on other licenses.

AAASOLA-01 CMOUNTZ

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY) 05/14/2018

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER License # 0C36861 Alliant Insurance Services, Inc. 735 Carnegie Dr Ste 200 San Bernardino, CA 92408	CONTACT NAME: Christina M Mountz PHONE (A/C, No, Ext): (909) 886-9861 FAX (A/C, No): (909) 886-2013 E-MAIL ADDRESS: cmountz@alliant.com
INSURED AAA Network Solutions Inc. 8401 Page St Buena Park, CA 90621-3818	INSURER(S) AFFORDING COVERAGE — NAIC # INSURER A : Travelers Indemnity Company of Connecticut — 25682 INSURER B : Travelers Property Casualty Company of America — 25674 INSURER C : Houston Casualty Company — 42374 INSURER D : INSURER E : INSURER F :

COVERAGES **CERTIFICATE NUMBER:** **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	X COMMERCIAL GENERAL LIABILITY CLAIMS-MADE X OCCUR X $5,000 PD Ded/Occ GEN'L AGGREGATE LIMIT APPLIES PER: POLICY X PRO-JECT LOC OTHER:			DT22-CO-7K06378A -TCT-18	05/15/2018	05/15/2019	EACH OCCURRENCE DAMAGE TO RENTED PREMISES (Ea occurrence) MED EXP (Any one person) PERSONAL & ADV INJURY GENERAL AGGREGATE PRODUCTS - COMP/OP AGG EBL GENERAL AGG	$ 1,000,000 $ 300,000 $ 5,000 $ 1,000,000 $ 2,000,000 $ 2,000,000 $ 2,000,000
A	AUTOMOBILE LIABILITY X ANY AUTO OWNED AUTOS ONLY SCHEDULED AUTOS X HIRED AUTOS ONLY X NON-OWNED AUTOS ONLY X $1,000 Comp Ded X $1,000 Coll Ded			BA-7K06378A-18-CNS	05/15/2018	05/15/2019	COMBINED SINGLE LIMIT (Ea accident) BODILY INJURY (Per person) BODILY INJURY (Per accident) PROPERTY DAMAGE (Per accident)	$ 1,000,000 $ $ $
B	X UMBRELLA LIAB X OCCUR EXCESS LIAB CLAIMS-MADE DED X RETENTION $ 10,000			CUP-8K989192-18-26	05/15/2018	05/15/2019	EACH OCCURRENCE AGGREGATE	$ 1,000,000 $ 1,000,000
B	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) Y/N N If yes, describe under DESCRIPTION OF OPERATIONS below	N / A		UB-7K06378A -18-26-G	05/15/2018	05/15/2019	X PER STATUTE OTH-ER E.L. EACH ACCIDENT E.L. DISEASE - EA EMPLOYEE E.L. DISEASE - POLICY LIMIT	$ 1,000,000 $ 1,000,000 $ 1,000,000
C	Professional Liabili			TBD	05/15/2018	05/15/2019	Each Occ/Agg	1,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)
Proof of Insurance

CERTIFICATE HOLDER

AAA Network Solutions Inc
8401 Page St
Buena Park, CA 90621

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE
Jay P Freeman

ACORD 25 (2016/03)

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COMMSCOPE®

CERTIFICATE OF AUTHORIZATION

Presented To:

AAA Solar Electric

as a

Select Installer

for **Uniprise Accreditation(s)**

Approved Territory:

Southern California

Stephen M. Kowal
SVP Global Partner Organization

2018
Program Year

6424
Partner ID

Powered by BoardOnTrack

Magnolia Public Schools - Regular Board Meeting - Agenda - Thursday December 13, 2018 at 6:00 PM

Back to search results

AAA NETWORK SOLUTIONS

BUENA PARK, CA 90621 USA

Visit Partner WebSite

Call

Full Address

AAA NETWORK SOLUTIONS
8401 PAGE ST
BUENA PARK, CA 90621 USA

Description*

Telecommunications infrastructure contractor.

* Please note that partner supplied data is not verified by Cisco

Partner Since

More than 5 years

RESELLER CERTIFICATION

PREMIER CERTIFIED PARTNER
REGISTERED PARTNER

RESELLER SPECIALIZATION

ADVANCED SECURITY ARCHITECTURE SPECIALIZATION
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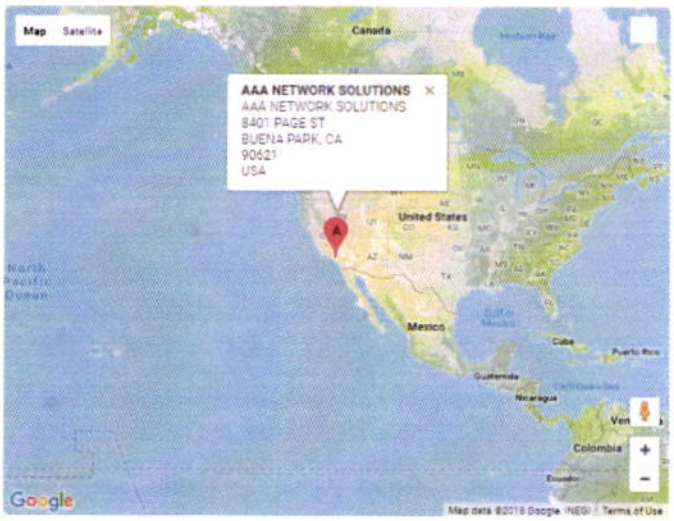

#

Hanwha Techwin America
Frank W. Burr Blvd., Suite 43
Teaneck, New Jersey 07666
877.213.1222 | Fax: 201.373.0124
Insidesales@hanwha.com

October 11, 2018

AAA Network Solutions, Inc.
8401 Page St
Buena Park, CA 90621

To Whom It May Concern:

This letter confirms that the above named company holds the status of a Hanwha Techwin America Silver STEP Dealer Partner. This designation signifies that they are qualified to sell, install, program, service and we support up to 5 year warranty for the Wisenet/Samsung product line except PTZ motors and hard disk drives if sold by a Silver STEP Dealer. We also extend a six month advance replacement program to our Silver STEP Dealers. Our warranty program is outlined on our web page, www.hanwhasecurity.com and with all product documentation provide within all boxes. We authorize that AAA Network Solutions, Inc. has our full support in submitting a video surveillance system manufactured by us and to subsequently negotiate and sign the contract.

Hanwha Techwin America looks forward to providing you the best products and services in the security marketplace and if there is anything that I can do for you don't hesitate reach out to me.

Thank you,

Alyssa VanSant
Inside Sales Manager
North America Sales
Hanwha Techwin America
500 Frank W. Burr Blvd., Suite 43
Teaneck, NJ 07666
Office: 201-325-2634
Cell: 314-630-1830
a.vansant@hanwha.com
www.hanwhasecurity.com

TRIPP·LITE

1111 W. 35th Street, Chicago, IL 60609
773.869.1111 • Fax: 773.869.1329
www.tripplite.com

Tuesday, February 14, 2017

RE: ***Trippe Manufacturing Company ("Tripp Lite") Reseller Program***

Tripp Lite
1111 W. 35th Street
Chicago, IL 60609

To Whom It May Concern,

This is to confirm that AAA Network Solutions Inc. is an authorized Tripp Lite Reseller and is authorized to install and pass all applicable manufactures' warranties through to its customers. Tripp Lite provides this authorization through December 31, 2017.

Tripp Lite products include uninterruptible power supplies, surge suppressors, other power protection products, connectivity devices, notebook accessories, and other computer peripherals.

Regards,

TRIPP LITE MANUFACTURING COMPANY

David Felice
Director of Sales

90 Manufacturing Excellence

Since 1922. Power and connectivity solutions from desktop to data center. ISO 9001 Certified Quality Systems

VALCOM

February 27, 2017

To Whom It May Concern:

This letter is to acknowledge that AAA Network Solution Inc, located in Buena Park, CA is authorized to purchase, install, and service Valcom Engineered Solutions Products.

Valcom products are manufactured in our state of the art facility located in Roanoke, VA.

Valcom Systems comply with the Buy American Act provisions in the American Recovery and Reinvestment Act 2009.

Sincerely,

Jim Moras

Vice President

Valcom, Inc.

PROPOSAL

Copy of Magnolia Science Academy-1(MSA-1)Updated Viewsonic pricing 65inch

Magnolia Public Schools

18238 Sherman Way,
Reseda, CA 91335 United States of America

Revision: 0
Modified: 11/14/2018

Presented By:

ION AVT Inc.

4961 Coldwater Canyon Ave #6
Sherman Oaks, California 91423 United States
(818) 804-8891
http://ionavt.com/

ion AUDIO-VIDEO & IT SYSTEMS

Bell System

				Unit Price	Extended Price
	23	**Algo Communication 8180** Wall mount IP Speaker for Voice Paging, Loud Ringing and Notification. Dual SIP Extensions, Power Over Ethernet and Self-Multicasting Features Make the Algo 8180 a Powerful Performer for Alerting in Almost Any Hosted or Premise VoIP Environment.		$276.59	$6,361.57
	23	ION AVT Inc. Cat6 Data Jack High quality Cat 6 network cable for bell/paging system		$35.00	$805.00
	23	ION AVT Inc. Installation Installation of bell/paging speaker and cabling installation.		$100.00	$4,600.00
	2	**Algo Communication 8186** SIP Horn Speaker, Weatherproof, Linux OS, 48 Volt, 2 Watt, 350 to 9000 Hertz, 110 dBA, IP66, PoE, 11.8" Width x 6.6" Depth x 10.2" Height		$395.00	$790.00
	2	ION AVT Inc. Cat6 Data Jack High quality Cat 6 network cable for bell/paging system		$35.00	$70.00
	2	ION AVT Inc. Installation Installation of bell/paging speaker and cabling installation.		$100.00	$400.00
	22	**Algo Communication 8188** SIP Ceiling Speaker, Linux OS, 48 Volt, 2 Watt, 55 to 18000 Hertz, 88 dBA, PoE, 9.8" Diameter x 7" Height, With Trim Ring		$375.78	$8,267.16
	22	ION AVT Inc. Cat6 Data Jack High quality Cat 6 network cable for bell/paging system		$35.00	$770.00
	22	ION AVT Inc. Installation Installation of bell/paging speaker and cabling installation.		$100.00	$4,400.00
	1	**Algo Communication 8301** Algo 8301 IP Voice Paging Adapter & Bell Scheduler		$340.38	$340.38
	1	ION AVT Inc. Installation Installation-technical services: install bell scheduler, setup paging.		$950.00	$950.00
	1	**Ubiquiti US-48-750W** Ubiquiti UniFi Switch		$1,025.00	$1,025.00

* Price Includes Accessories

	1	ION AVT Inc. Installation Installation of Wireless clock	$75.00	$75.00
24	**Visiplex TS4142** New clocks for new building(we keep existing clocks in existing classrooms) The TS4142 is a 12.5" Wireless Synchronized Wall Clock that can receive time synchronization signal from one of Visiplex Time Encoders, to provide accurate time display.		$85.00	$2,040.00
	24	ION AVT Inc. Installation Installation of Wireless clock	$75.00	$1,800.00

Bell System Total	**$32,694.11**

* Price Includes Accessories

Cabling

			Unit Price	Extended Price
	150	**Corning FB12-6803-M6R** 6 Strand Distribution Fiber Optic Cable, Multimode, 50/125 OM4, Corning Fiber, Indoor, Riser OFNR (Per Foot)	$1.50	$225.00
	12	Corning 95-050-99-X Unicam High-performance Connector, LC, 50 µm Multimode (OM3/OM4 Compatible), Ceramic Ferrule, Logo, Single Pack, Black Housing, Aqua Boot	$17.20	$206.40
	2	Corning FB23-4074R2 Fiber Patch and Splice Panel, Swing-Out, 1U, 2 Adapter Panel Capacity	$93.99	$187.98
	2	Corning FB24-2613LCG12 Fiber Adapter Plate, 10 Gig Multimode, 6 LC Duplex Couplers with Flanges	$35.00	$70.00
	1	ION AVT Inc. Installation Installation-technical services	$125.00	$750.00
	40	**Corning FB12-6803-M6R** 6 Strand Distribution Fiber Optic Cable, Multimode, 50/125 OM4, Corning Fiber, Indoor, Riser OFNR (Per Foot)	$1.50	$60.00
	12	Corning 95-050-99-X Unicam High-performance Connector, LC, 50 µm Multimode (OM3/OM4 Compatible), Ceramic Ferrule, Logo, Single Pack, Black Housing, Aqua Boot	$17.20	$206.40
	1	Corning FB23-4074R2 Fiber Patch and Splice Panel, Swing-Out, 1U, 2 Adapter Panel Capacity	$93.99	$93.99
	2	Corning FB24-2613LCG12 Fiber Adapter Plate, 10 Gig Multimode, 6 LC Duplex Couplers with Flanges	$35.00	$70.00
	1	ION AVT Inc. Installation Installation-technical services	$125.00	$500.00
	111	**ION AVT Inc. Cat6 Data Jack** High quality Cat 6 network cable, wallplate, connectors, labels.	$35.00	$3,885.00
	111	ION AVT Inc. Installation Installation-technical services	$50.00	$5,550.00

* Price Includes Accessories

	10	**Primus Cable PP3-3258/24** Blank Patch Panel, High Density Patch Panel 24 Port 1U	$23.99	$239.90
	2	**Strong SR-IT-2P-45U-6D** 2-Post Relay Rack - 6 Inch Depth | 45U	$199.00	$398.00
	2	Chatsworth Products Inc. 35522-703 Evolution Vertical Cable Manager, Double-Sided, 8 in. Wide X 7 ft. High, Black	$300.00	$600.00
	2	ION AVT Inc. Installation Installation	$300.00	$600.00
	220	**Wirepath WP-PC-CAT6-7FT-BLU** Cat 6 Ethernet Patch Cable - 7 ft | Blue	$3.00	$660.00

Cabling Total **$15,302.67**

Touch Boards

			Unit Price	Extended Price
	20	**ViewSonic IFP6560** ViewSonic 65" Viewboard 4K Interactive Flat Panel with Inglass Technology	$2,892.36	$57,847.20
	20	ION Hovermount55-100 Pull-Down Full-Motion Articulating TV Wall Mount Bracket For TVs 55in to 100in, Max Weight 154lbs, VESA Patterns Up to 800x400, Rotating , Height Adjustable	$223.75	$4,475.00
	20	ION AVT Inc. Installation Delivery and installation of board and mounting service	$300.00	$6,000.00

Touch Boards Total **$68,322.20**

* Price Includes Accessories

IP Cameras

			Unit Price	Extended Price
	20	**LTSecurity CMIP7442-M** Platinum 4.1MP High Definition, 4mm Fixed Lens, 1/3" CMOS, 30 IR LEDs up to 100ft, 3D DNR, DWDR, BLC, VCA, 3-Axis, Micro SD/SDHC/SDXC Card Slot, Vandal-Proof, IP66, DC 12V, PoE	$167.69	$3,353.80
	20	ION AVT Inc. Installation Installation-technical services	$100.00	$2,000.00
	1	**LTSecurity LTN8816K-P16** For existing cameras: Platinum Enterprise Level 16 Channel 4K NVR 1.5U	$498.89	$498.89
	1	**LTSecurity LTN8932** Platinum Enterprise Level 32 Channel 4K NVR 1.5U 32CH NVR, Support live view, storage, and playback, up to 12MP, HDMI Video output at up to 4K (3840 X 2160) resolution, Up to 4 SATA, Supports HDD quota and group modes, H.264/ H.264 Zip+ /H.265 Ready, 1CH CVBS	$711.25	$711.25
	2	Western Digital 4TB 4TB HDD Western Digital	$161.11	$322.22
	1	**LTSecurity POE-SW2402E** 24-Port 10/100Mbps IEEE 802.3af/at PoE Switch, 2 Gigabit Uplink ports: 10/100/1000Mbps RJ-45, 420-watts PoE budget, Restart button, Up to 820ft	$354.44	$354.44
IP Cameras Total				**$7,240.60**

* Price Includes Accessories

Accessories

			Unit Price	Extended Price
	25	**KOA HDMI-25** HDMI CABLE WITH 3D AND ETHERNET	$10.65	$266.25
	1	**Startech 4POSTRACKBK** Open Rack for cable organizing and for switches in MDF	$422.99	$422.99
	1	ION AVT Inc. Installation Shipping and installation	$100.00	$300.00
	1	**Strong SR-IT-CAB-42U-40IN** IT Datacomm Series Network Rack Enclosure - 40 Inch Depth | 42U	$1,076.03	$1,076.03
	1	ION AVT Inc. Installation Delivery and installation of IT/ server rack	$100.00	$300.00
	4	**Strong SR-IT-WIREMGT-HORZ** Horizontal Wire Management	$29.83	$119.32
	4	ION AVT Inc. Installation Installation	$25.00	$100.00
	1	**Tripp-Lite SMART2600RM2U** 2600VA UPS System SmartPro Rack/Tower Line-Interactive 120V 9 Outlet	$1,000.00	$1,000.00
	1	ION AVT Inc. Installation UPS battery backup delivery & installation	$75.00	$75.00
Accessories Total				**$3,659.59**

* Price Includes Accessories

Controlled Access

			Unit Price	Extended Price
	1	**HikVision DS-KAD606-P** Hikvision DS-KAD606-P IP Video Intercom Power / Data Distributor	$79.00	$79.00
	1	ION AVT Inc. Installation Installation Power distribution device for both doors Hikvision DS-KAD606-P	$50.00	$50.00
	1	**HikVision DS-KH8301-WT** Hikvision DS-KH8301-WT IP Video Intercom Indoor Station	$362.58	$362.58
	1	ION AVT Inc. Cat6 Data Jack High quality Cat 6 network cable for access control monitor/entry	$35.00	$35.00
	1	ION AVT Inc. Installation Installation of monitor at reception desk for access control. installation of cabling.	$100.00	$200.00
	2	**Hikvision Usa Inc. DSKV8102IM** Hikvision DS-KV8102-IM Video Door Phone	$330.00	$660.00
	2	HikVision DS-KAB01 Hikvision DS-KAB01 Door Entry Mounted Box	$59.00	$118.00
	2	ION AVT Inc. Cat6 Data Jack High quality Cat 6 network cable for call box system	$35.00	$70.00
	2	ION AVT Inc. Installation Installation of call box, cabling and setup	$100.00	$400.00

Controlled Access Total	**$2,174.58**

Project Subtotal:	**$129,393.75**

* Price Includes Accessories

PROJECT SUMMARY

Equipment:	$99,143.75
Labor:	$30,250.00
Sales Tax:	$9,418.66
Grand Total:	**$138,812.41**

Client: **Julian Bryce Lopez** **Date**

Contractor: **ION AVT Inc.** **Date**

ION AVT Inc. | mihai@ionavt.com | 818-804-8891 | www.ionavt.com

Thank you for the opportunity to bid on your project!

Notes:

1. Cat 6 CMR cable drop cost: $85/drop
2. Cat 6 Plenum rated cable drop cost $120/drop

Quote

Date: 11/9/2018
Quote #: 117181
Vendor #: Staples Technology
Expiration Date: 30 days
Remit Payments To:
Staples Technology Solutions

Bill To:
Magnolia Public Schools
250 E. 1st Street, Suite 1500
Los Angeles, CA 90012

Ship To:
Magnolia Public Schools
250 E. 1st Street, Suite 1500
Los Angeles, CA 90012

Salesperson	Job	Shipping Method	Shipping Terms	Delivery Date	Payment Terms	Due Date
Tray	School Equipment	BEST WAY	N/A	ASAP	Net30	ASAP

Qty	Item #	Description	Unit Price	Line Total
				$ -
		Build of Materials (BOM)		$ -
				$ -
40	V-9022A-2	LAY-IN CEILING SPEAKER W/ BACKBOX Qty 1 Must be ordered in quantities of 2. Vendor ships 2 units per box. priced per piece, not per box (-1)	$ 54.87	$ 2,194.80
40	T-Bar	TWO FOOT T-BAR FOR LAY-IN PANEL CEILINGS	$ 3.94	$ 157.60
46	V-9852	Vandal Resistant 8 Wall Speaker (Includes V-9807) (-1)	$ 82.76	$ 3,806.96
2	V-1036M	One-way, 5 W, Self-Amplified Marine Horn, White Non-yellowing is resistant to deteriorating effects of salt, sun, high humidity and is equipped with O-ring seals/stainless steel hardware for shipboard/marinas or interior/exterior industrial applications (-5)	$ 95.36	$ 190.72
1	V-2003A	3 Zone, One-Way paging adaptor (+20)	$ 207.73	$ 207.73
1	VIP-821A	Enhanced Network Trunk Port	$ 266.25	$ 266.25
1	CTG-1	Time Controlled Alert Tones and Emergency Tones for Paging Systems		$ -
1	VP-2124D	PWR SUPPLY 24VDC 2AMP SWITCH (+40)	$ 71.11	$ 71.11
1	VP-4124D	POWER SUPPLY SWITCHING 4 AMP 24 VOLT	$ 125.21	$ 125.21
1	JP621	CAT3 Telco Splice Block, Type 66, 50-Pair, Prewired	$ 38.47	$ 38.47
1	ELN25T-0005-MF	CAT3 Telco Connector Cable, 24 AWG, Straight-Wired	$ 19.92	$ 19.92
5	56005	1000FT CAT5E BULK UNSHIELDED (UTP) NETWORK CABLE WITH SOLID CONDUCTORS - PLENUM CMP-RATED - WHITE	$ 224.14	$ 1,120.70
1	V-WMCA	Wireless Master Clock Transceiver	$ 1,395.72	$ 1,395.72
1	V-C6124P	POWER SUPPLY 6 AMP POSITIVE 24VDC	$ 173.63	$ 173.63
1	V-VCU	6 AMP 2 WIRE CLOCK DRIVER	$ 408.47	$ 408.47
45	V-A2416	16 round clock, black, surface mount, 24V	$ 129.37	$ 5,821.65

2	DSKD3002VM	HIKVISION USA INC : 1.3 MP Metal Door Station;Visible Light Supplement;Remotely answering the call via the client or the app;IP65; 12 VDC	$ 514.79	$ 1,029.58
2	DS-KH8301-WT	HIKVISION USA INC : 7 Touch-Screen Indoor Station; 10/100Mbps Ethernet; Wi-Fi 802.11b/g/n; 8-ch alarm input; support SD card; 0.3MP Camera	$ 327.28	$ 654.56
1	XRN-2011-8TB	8TB Video Storage	$ 2,758.19	$ 2,758.19
20	XNV-6020R	1080P camera	$ 361.53	$ 7,230.60
20	SBP-300NB	Installation back box	$ 166.86	$ 3,337.20
				$ -
		Closed, Lockable, Deep Cabinet Racks		$ -
1	RK2536BKF	25U 36IN KNOCK-DOWN SERVER RACK CABINET	$ 723.73	$ 723.73
				$ -
		IDF		$ -
2	ZDF242430	Panduit Industrial Distribution Frame (IDF) Rack - cabinet - wall mountable - light gray powder coat - 12U - 19"	$ 2,902.39	$ 5,804.78
				$ -
		Open Frame Racks		$ -
1	4POSTRACK25U	25U ADJUSTABLE DEPTH 4 POST SERVER RACK	$ 237.61	$ 237.61
				$ -
		INSTALLATION SERVICES BELOW		$ -
220	Service	Data runs	$ 214.00	$ 47,080.00
1	Service	150' Fiber	$ 1,831.00	$ 1,831.00
1	Service	40' Fiber	$ 1,498.00	$ 1,498.00
20	Service	Cameras (Install)	$ 95.00	$ 1,900.00
1	Service	NVR (Install and configure including cameras, and all configuration for all other devices) *Does not include any Switch, VLAN or other combination ETC*	$ 1,150.00	$ 1,150.00
88	Service	Speakers	$ 95.00	$ 8,360.00
88	Service	Speaker runs (CAT6)	$ 214.00	$ 18,832.00
1	Service	Bell/PA System	$ 235.00	$ 235.00
1	Service	1 MDF server rack and open rack install	$ 385.00	$ 385.00
2	Service	IDF racks	$ 235.00	$ 470.00
24	Service	25' HDMI runs	$ 53.00	$ 1,272.00
20	Service	Smartboards	$ 333.00	$ 6,660.00
2	Service	Front and back buzzer system (assuming cameras are included in the 20 cameras above)	$ 267.00	$ 534.00
45	Service	Clocks (wireless not including power)	$ 95.00	$ 4,275.00
				$ -
			Subtotal	$ 132,257.19
			Sales Tax	$ 3,588.64

	CA Ewaste Fee	$ -
Total		$ 135,845.83

*Notwithstanding anything to the contrary, Seller reserves the right to adjust pricing proportionate with the impact of tariffs, customs or duties imposed on the Products.

Thank you for your business!

Quote

Date: 11/9/2018
Quote #: 119183
Vendor #: Staples Technology
Expiration Date: 30 days
Remit Payments To:
Staples Technology Solutions
P.O. Box 95230

Bill To:
Magnolia Public Schools
250 E. 1st Street, Suite 1500
Los Angeles, CA 90012

Ship To:
Magnolia Public Schools
250 E. 1st Street, Suite 1500
Los Angeles, CA 90012

Salesperson	Job	Shipping Method	Shipping Terms	Delivery Date	Payment Terms	Due Date
Tray	ViewSonic 65"	BEST WAY	N/A	ASAP	Net30	ASAP

Qty	Item #	Description	Unit Price	Line Total
20	IFP6550	Viewsonic IFP6550 65" 2160p 4K Interactive Display, 20-Point Touch, VGA, HDMI - 65" LCD - ARM Cortex A53 1.50 GHz - 2 GB - Infrared (IrDA) - Touchscreen - 16:9 Aspect Ratio - 3840 x 2160 - LED - 350 Nit - 1,200:1 Contrast Ratio - 2160p - USB - HDMI - VGA - Android 5.1 Lollipop 65IN	$ 2,335.01	$ 46,700.20
20	WMK-047-2	ViewSonic WMK-047-2 Wall mount for LCD display - mounting interface: 400 x 200 mm - for ViewSonic CDE5510; ViewBoard IFP6550, IFP6560, IFP7560	$ 1.00	$ 20.00
			Subtotal	$ 46,720.20
			Sales Tax	$ 4,438.42
			CA Ewaste Fee	$ 140.00
			Total	**$ 51,298.62**

*Notwithstanding anything to the contrary, Seller reserves the right to adjust pricing proportionate with the impact of tariffs, customs or duties imposed on the Products.

Free Freight

Thank you for your business!

Cover Sheet

Approval of PrimeSource Invoice and Payment

Section:	II. Consent Items
Item:	D. Approval of PrimeSource Invoice and Payment
Purpose:	Vote
Submitted by:	
Related Material:	II D PrimeSource Outstanding Payment.pdf

Board Agenda Item #:	II D - Consent Item
Date:	December 13, 2018
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Patrick Ontiveros, General Counsel & Director of Facilities
RE:	Approval to Pay Outstanding PrimeSource Project Invoices for Work Completed on the Two (2) MSA-1 Projects

I. Proposed Committee Recommendation(s)

Staff moves that the Board of Directors of MPS (the "**MPS Board**") approve the payment to PrimeSource Project Management LLC ("**PrimeSource**") of $24,862.40 for work performed to date on both MSA-1's new construction project at 18220 Sherman Way and its rehabilitation investigation project for the existing building at 18238 Sherman Way (together, the "**Project**"). The amount of this payment is above the estimated contract amount reflected in the PrimeSource and MPS contract for professional construction management services.

II. Background

A. Project Background

There are two projects currently underway at MSA-1: (i) a new construction project that will eventually house MSA-1's high school population (the "**New Construction Project**") and (ii) a structural and MEP investigation of the existing building and structural redesign and HVAC and MEP redesign that will eventually house MSA-1's middle school population (the "**Rehab Investigation Project**").

PrimeSource has been acting as a project manager and construction manager for both the New Construction Project and the Rehab Investigation Project. While they are separate projects—one is ground up construction and the other is investigatory for an eventual rehabilitation—both are for the benefit of MSA-1. In addition, as part of the New Construction Project PrimeSource has been involved in managing the rezoning of the MSA-1 parking lot parcels and exploring a collaborative partnership with the City of LA to create a skating rink that would benefit MSA-1. When PrimeSource informed MPS that it was nearing the estimate set forth in the Agreement, MPS Staff instructed PrimeSource to keep working on the Project in order to meet critical deadlines for the completion of the Project, and in particular the New Construction Project.

B. Policy

MPS Board policy requires that all project change orders be brought to the Board for review and approval. The PrimeSource outstanding balance is like a change order to the Agreement.

C. The PrimeSource Agreement

MPS entered into a Construction Management Consulting Agreement with PrimeSource as of August 21, 2017 (the "**Agreement**"). The PrimeSource Agreement provides that "[PrimeSource] shall receive compensation, including reimbursements, for all Services rendered under this Agreement at the rates set forth in Exhibit 'B' attached hereto…". The PrimeSource Agreement is a time and materials contract. In Exhibit B, the Agreement states that "[t]otal estimated fees are $308,000 based on … presumed project schedule and level of resources required." While the Agreement is not a lump sum or fixed fee contract whose cap has been exceeded, MPS Staff nevertheless deems it prudent to bring the matter of the outstanding invoices that exceed the original estimate to the Facilities Committee and MPS Board for approval of payment.

III. Budget Impacts

With the anticipated inter-company loan, the MSA-1 New Construction Project budget has sufficient contingency to absorb the added cost CM cost. The previously approved New Construction Project budget remains unchanged. The current Project budget, as of November 27, 2018 is as follows:

			Invoice Summary	
			Invoices Received to Date	Left-to-Pay
Budget Summary	**Approved Budget**	**Current Tracking Budget**	31.0%	69.0%
Acquisition Cost Subtotal	$1,000,000	$1,000,000	$1,000,000	$0
Hard Costs Subtotal	$8,448,979	$8,527,158	$1,583,246	$6,943,912
Soft Costs Subtotal	$968,490	$950,078	$622,026	$328,052
Financing Costs Subtotal	$55,000	$55,000	$25,000	$30,000
Management Costs Subtotal	$250,000	$333,312 [1]	$308,450	$24,862
Subtotal Project Costs	**$10,722,469**	**$10,865,548**	**$3,538,722**	**$7,326,964**
Budget Contingencies	$633,528	$490,449 [2]	$0	$490,449
Total Project Budget	**$11,355,997**	**$11,355,997**	**$3,538,722**	**$7,817,275**

Notes:
[1] Approved budget showed $250,000 with the balance expected to be paid from the 2014 bond; current budget is higher because all PrimeSource invoices have been paid from 2017 bond proceeds
[2] Reflects impact of Oltmans's change order #1 and impact of PrimeSource invoice

Cover Sheet

Approval of Work Order #3 for Work by Oltmans at Existing MSA 1 Building

Section: II. Consent Items

Item: E. Approval of Work Order #3 for Work by Oltmans at Existing MSA 1 Building

Purpose: Vote

Submitted by:

Related Material: II E OCCO Work Order 3.pdf

Board Agenda Item #:	II E- Consent Item
Date:	December 13, 2018
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Patrick Ontiveros, General Counsel & Director of Facilities
RE:	Approval of Work Order #3 for the MSA-1 Rehab Investigation Project (Oltmans)

I. Proposed Committee Recommendation(s)

I make a motion to approve Work Order #3 in the amount of $14,859.81 for work performed at the existing MSA-1 building by Oltmans Construction Company ("**Oltmans**").

II. Background

A. Description of MSA-1 Projects

There are two projects currently underway at MSA-1: (i) a new construction project that will eventually house MSA-1's high school population (the "**New Construction Project**") and (ii) a rehabilitation project of the existing building that will eventually house MSA-1's middle school population (the "**Rehab Investigation Project**"). The contract for the New Construction Project was awarded to Oltmans. The Rehab Investigation Project entails various investigations into the state of the structural integrity of the existing building, seismic renovation design, and HVAC renovation design. The purpose of the Rehab Investigation Project is to define a scope of work for a rehabilitation project that can then be bid out (the "**Rehab Project**").

B. Master Agreement Approval and Work Order Approval

MPS Staff believes that it is in the best interests of MPS and MSA-1 to retain Oltmans on a case by case basis to perform work on the Rehab Investigation Project.

At the October 11, 2018 MPS Board meeting the MPS Board approved (1) the Standard Form of Master Agreement between Owner and Contractor (AIA Document A121™-2014) (the "**Master Agreement**") for work to be performed on MSA-1's existing facility; and (2) Work

Orders #1 and #2 for, respectively, (a) masonry infill along the wall adjacent to the new construction project for MSA-1 at 18220 Sherman Way and (b) removal and replacement of drywall for seismic engineering investigation of the existing building (18238 Sherman Way) connections per drawings and direction of Structural Engineer Brandow & Johnston.

C. Description of Work Order #3

Oltmans was given a notice to proceed for work order #3 by PrimeSource, with the concurrence of MPS Staff, before the October 11, 2018 board meeting at which the MPS Board instructed MPS Staff not to authorize any further work orders without prior approval. Unfortunately this work had already been authorized. The work scope associated with Work Order #3 is described as follows: the removal of roofing and wood decking in multiple areas on the existing MSA-1 building roof to allow for the structural engineer to review the existing conditions for that building's design. Once the structural engineers completed their review/investigation of the conditions, the roofing crews returned and patched the openings back with new material and then performed an overall roof check applying patch material at multiple other locations that were deemed to have the potential for leaking. Roofing crews performed the demo scope on 8/30-31 and 9/4/18. The patch back and repairs occurred on 9/20, 9/21, 9/24, 9/25, 9/26, 9/27 and 9/28.

III. Budget Impacts

The MSA-1 Rehab Investigation Project will be paid for with proceeds from the 2014 bond issuance and proceeds from repurposed CSFIG monies. As of October 3, 2018, the balance in the 2014 bond account is approximately $680,000. In addition, MPS Staff believes that it will be able to repurpose a portion of the Charter School Facility Incentive Grant ("**CSFIG"**) awarded to MSA-1 from the New Construction Project to the Rehab Investigation Project and Rehab Project. It expects that it will repurpose up to $500,000 of the CSFIG award.

Exhibits (attachments):

Work Order #3

MAGNOLIA PUBLIC SCHOOLS

Exhibit

Work Order #3

AIA® Document A221™ – 2018

Work Order for use with Master Agreement Between Owner and Contractor

WORK ORDER number 3 made as of the ~~day of~~ 27th day of November in the year 2018
(In words, indicate day, month, and year.)

BETWEEN the Owner:
(Name, legal status, address, and other information)

Magnolia Educational & Research Foundation dba Magnolia Public Schools

250 East 1st Street, Suite 1500
Los Angeles, CA 90012

(213) 628-3634

and the Contractor:
(Name, legal status, address, and other information)

Oltmans Construction Company

10005 Mission Mill Road

Whittier, CA 90601

(562) 948-4242

for the following **PROJECT**:
(Name, location, and detailed description)

Work related to improvements at the existing school building located at 18238 Sherman Way, Reseda, CA. Such scope of work includes, but is not limited to, structural and site work.

The Architect for the Project:
(Name, legal status, address, and other information)

None

This document has important legal consequences. Consultation with an attorney is encouraged with respect to its completion or modification.

This document provides the Contractor's scope of Work, and related information, and is intended to be used with AIA Document A121™– 2018, Standard Form of Master Agreement Between Owner and Contractor where Work is provided under multiple Work Orders.

THE CONTRACT
This Work Order, together with the Contract Documents enumerated herein, including the Master Agreement between Owner and Contractor dated the ~~day of~~ 20th day of September in the year 2018
(In words, indicate day, month, and year.)

form the Contract.

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The Owner and Contractor agree as follows.

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TABLE OF ARTICLES

1 THE WORK OF THIS WORK ORDER

2 DATE OF COMMENCEMENT AND SUBSTANTIAL COMPLETION

3 CONTRACT SUM

4 PAYMENTS

5 INSURANCE AND BONDS

6 PARTY REPRESENTATIVES

7 ENUMERATION OF CONTRACT DOCUMENTS

ARTICLE 1 THE WORK OF THIS WORK ORDER

The Contractor shall execute the Work described in the Contract Documents enumerated in Article 7 of this Work Order, and any modifications issued after execution of this Work Order, except as specifically indicated in the Contract Documents to be the responsibility of others.

ARTICLE 2 DATE OF COMMENCEMENT AND SUBSTANTIAL COMPLETION

§ 2.1 The date of commencement of the Work shall be:
(Check one of the following boxes.)

[ ] The date of this Work Order.

[xxx] A date set forth in a notice to proceed issued by the Owner.

[ ] Established as follows:
(Insert a date or a means to determine the date of commencement of the Work.)

If a date of commencement of the Work is not selected, then the date of commencement shall be the date of this Work Order.

§ 2.2 The Contract Time shall be measured from the date of commencement.

§ 2.3 Substantial Completion

§ 2.3.1 Subject to adjustments of the Contract Time as provided in the Contract Documents, the Contractor shall achieve Substantial Completion of the entire Work:
(Check the appropriate box and complete the necessary information.)

[ ] Not later than ( ) calendar days from the date of commencement of the Work.

[xxx] By the following date: 9-28-2018

§ 2.3.2 Subject to adjustments of the Contract Time as provided in the Contract Documents, if portions of the Work are to be completed prior to Substantial Completion of the entire Work, the Contractor shall achieve Substantial Completion of such portions by the following dates:

~~Portion of Work~~	~~Substantial Completion Date~~

§ 2.3.3 If the Contractor fails to achieve Substantial Completion as provided in this Section 2.3, liquidated damages, if any, shall be assessed as set forth in Section 3.6.

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ARTICLE 3 CONTRACT SUM

§ 3.1 The Owner shall pay the Contractor the Contract Sum in current funds for the Contractor's performance of the Contract. The Contract Sum shall be one of the following:
(Check the appropriate box.)

[ ] Stipulated Sum, in accordance with Section 3.2 below

[xxx] Cost of the Work plus the Contractor's Fee, in accordance with Section 3.3 below

[ ] Cost of the Work plus the Contractor's Fee with a Guaranteed Maximum Price, in accordance with Section 3.4 below

[ ] Other, in accordance with Section 3.5 below

(Based on the selection above, complete Section 3.2, 3.3, 3.4 or 3.5 below.)

§ 3.2 Stipulated Sum [N/A]

§ 3.2.1 The Stipulated Sum shall be ($), subject to additions and deductions as provided in the Contract Documents.

§ 3.2.2 The Stipulated Sum is based upon the following alternates, if any, which are described in the Contract Documents and are hereby accepted by the Owner:
(State the numbers or other identification of accepted alternates. If the Owner is permitted to accept other alternates subsequent to the execution of this Work Order, attach a schedule of such other alternates showing the change in the Stipulated Sum for each and the deadline by which the alternate must be accepted.)

§ 3.2.3 Unit prices, if any:
(Identify the item and state the unit price and any applicable quantity limitations.)

Item	Units and Limitations	Price per Unit ($0.00)

§ 3.2.4 Allowances, if any, included in the Stipulated Sum:
(Identify each allowance.)

Item	Price

§ 3.3 Cost of the Work plus Contractor's Fee

§ 3.3.1 The Cost of the Work is as defined in Exhibit A, Determination of the Cost of the Work.

§ 3.3.1.1 The following costs are subject to the Owner's prior approval:

N/A

§ 3.3.2 The Contractor's Fee:
(State a lump sum, percentage of Cost of the Work or other provision for determining the Contractor's Fee and the method of adjustment to the fee for changes in the Work.)

$702.00 (included in Exhibit A)

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§ 3.4 Cost of the Work plus Contractor's Fee with a Guaranteed Maximum Price [N/A]

§ 3.4.1 The Cost of the Work is as defined in Exhibit A, Determination of the Cost of the Work.

§ 3.4.1.1 The following costs are subject to the Owner's prior approval:

§ 3.4.2 The Contractor's Fee:

(State a lump sum, percentage of Cost of the Work or other provision for determining the Contractor's Fee and the method of adjustment to the fee for changes in the Work.)

§ 3.4.3 Guaranteed Maximum Price

§ 3.4.3.1 The sum of the Cost of the Work and the Contractor's Fee is guaranteed by the Contractor not to exceed ($), subject to additions and deductions by changes in the Work as provided in the Contract Documents. This maximum sum is referred to in the Contract Documents as the Guaranteed Maximum Price. Costs which would cause the Guaranteed Maximum Price to be exceeded shall be paid by the Contractor without reimbursement by the Owner.

(Insert specific provisions if the Contractor is to participate in any savings.)

§ 3.4.3.2 The Guaranteed Maximum Price is based on the following alternates, if any, which are described in the Contract Documents and are hereby accepted by the Owner:

(State the numbers or other identification of accepted alternates. If the bidding or proposal documents permit the Owner to accept other alternates subsequent to the execution of this Work Order, attach a schedule of such other alternates showing the amount for each and the date when that amount expires.)

§ 3.4.3.3 Unit Prices, if any:

(Identify the item and state the unit price and any applicable quantity limitations.)

~~Item~~	~~Units and Limitations~~	~~Price Per Unit ($0.00)~~

§ 3.4.3.4 Allowances, if any, included in the Guaranteed Maximum Price:

(Identify each allowance.)

~~Item~~	~~Price~~

§ 3.4.3.5 Assumptions, if any, on which the Guaranteed Maximum Price is based:

§ 3.4.3.6 To the extent that the Contract Documents are anticipated to require further development, the Guaranteed Maximum Price includes the costs attributable to such further development consistent with the Contract Documents and reasonably inferable therefrom. Such further development does not include changes in scope, systems, kinds and quality of materials, finishes or equipment, all of which, if required, shall be incorporated by Change Order.

§ 3.4.3.7 The Owner shall authorize preparation of revisions to the Contract Documents that incorporate the agreed-upon assumptions contained in Section 3.4.3.5. The Owner shall promptly furnish such revised Contract Documents to the Contractor. The Contractor shall notify the Owner and Architect of any inconsistencies between the agreed-upon assumptions contained in Section 3.4.3.5 and the revised Contract Documents.

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§ 3.5 Other

§ 3.5.1 The Contract Sum shall be determined in accordance with the following:
(Insert a description of how the Contract Sum will be determined.)

N/A

§ 3.6 Liquidated damages, if any:
(Insert terms and conditions for liquidated damages, if any.)

N/A

ARTICLE 4 PAYMENTS

§ 4.1 Payments shall be in accordance with Article 3 of the Master Agreement, except as indicated below:
(Indicate all payment terms that differ from those set forth in the Master Agreement, such as period covered by each Application for Payment or date upon which each Application for Payment is due.)

N/A

§ 4.2 Retainage will be withheld in accordance with Article 3 of the Master Agreement, except as indicated below:
(Indicate all retainage terms that differ from those set forth in the Master Agreement, such as retainage amount, items not subject to retainage, terms for reduction, or limitation of retainage.)

ARTICLE 5 INSURANCE AND BONDS

§ 5.1 Insurance shall be in accordance with Article 15 of the Master Agreement, except as indicated below:
(Insert any insurance requirements that differ from those stated in the Master Agreement, such as coverage types, coverage limits, and durations for professional liability or other coverages.)

§ 5.2 In addition to insurance requirements in the Master Agreement, the Contractor shall carry the following types of insurance.
(List below any other insurance coverage to be provided by the Contractor, not otherwise set forth in the Master Agreement, and any applicable limits.)

Coverage	Limits

§ 5.3 Pursuant to section 15.1.7 of the Master Agreement, the Contractor shall procure Professional Liability insurance covering performance of the professional services, with policy limits of not less than ($) per claim and ($) in the aggregate.

§ 5.4 Pursuant to section 15.1.8 of the Master Agreement, the Contractor shall procure Pollution Liability insurance, with policy limits of not less than ($) per claim and ($) in the aggregate.

§ 5.5 Pursuant to section 15.1.9 of the Master Agreement, the Contractor shall procure a Combined Professional Liability and Pollution Liability insurance policy, with combined policy limits of not less than ($) per claim and ($) in the aggregate.

§ 5.6 The Contractor shall provide surety bonds, from a company or companies lawfully authorized to issue surety bonds in the jurisdiction where the Project is located, as follows:
(Specify type and penal sum of bonds.)

Type	Penal Sum ($0.00)
Payment Bond	
Performance Bond	

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User Notes: (3B9ADA5B)

Payment and Performance Bonds shall be AIA Document A312™, Payment Bond and Performance Bond, or contain provisions identical to AIA Document A312™, current as of the date of this Work Order.

ARTICLE 6 PARTY REPRESENTATIVES

§ 6.1 The Owner identifies the following representative in accordance with Section 1.4.1 of the Master Agreement:
(List name, address, and other information.)

Patrick Ontiveros

Magnolia Public Schools

250 East 1st Street, Suite 1500

Los Angeles, CA 90012

pontiveros@magnoliapublicschools.org
Mobile:
(323) 490-0701

§ 6.2 The Contractor identifies the following representative in accordance with Section 1.5.1 of the Master Agreement:
(List name, address, and other information.)

Trevor Lawton

Oltmans Construction Company

10005 Mission Mill Road

Whittier, CA 90601
trevorl@Oltmans.com
Mobile: (916) 276-7666

ARTICLE 7 ENUMERATION OF CONTRACT DOCUMENTS

§ 7.1 The Contract Documents are defined in Section 6.2 of the Master Agreement and, except for Modifications issued after execution of this Work Order, are enumerated in the sections below.

§ 7.1.1 This Work Order (Including Exhibit A -- PCI #16 - Existing MSA-1 Roof Exploratory Demo and Patch Back)

§ 7.1.2 The Master Agreement

§ 7.1.3 The Supplementary and other Conditions of the Contract:

Document	Title	Date	Pages
none			

§ 7.1.4 The Specifications:
(Either list the Specifications here or refer to an exhibit attached to this Work Order.)

Section	Title	Date	Pages
none			

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§ 7.1.5 The Drawings:
(Either list the Drawings here or refer to an exhibit attached to this Work Order.)

Number	Title	Date
none		

§ 7.1.6 The Addenda, if any:

Number	Date	Pages
none		

Portions of Addenda relating to bidding requirements are not part of the Contract Documents unless the bidding requirements are enumerated in this Article 5.

§ 7.1.7 Additional documents, if any, forming part of the Contract Documents:
(List here any additional documents that are intended to form part of the Contract Documents.)

None

This Work Order entered into as of the day and year first written above.

OWNER *(Signature)*	**CONTRACTOR** *(Signature)*
Alfredo Rubalcava, CEO and Superintendent	James Woodside, Vice President
(Printed name and title)	*(Printed name and title)*

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User Notes: (3B9ADA5B)

Certification of Document's Authenticity

AIA® Document D401™ – 2003

I, Magnolia Educational & Research Foundation dba Magnolia Public Schools, hereby certify, to the best of my knowledge, information and belief, that I created the attached final document simultaneously with this certification 16:36:26 ET on 11/29/2018 under Order No. 8223958364 from AIA Contract Documents software and that in preparing the attached final document I made no changes to the original text of AIA® Document A221™ - 2018, Work Order for use with Master Agreement Between Owner and Contractor, as published by the AIA in its software, other than changes shown in the attached final document by underscoring added text and striking over deleted text.

_____

(Signed)

_____

(Title)

_____

(Dated)

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User Notes: (3B9ADA5B)

Oltmans
CONSTRUCTION CO.
10005 Mission Mill Road
Whittier, CA 90601
Phone: (562) 948-4242 Fax: (562) 695-9267

POTENTIAL CHANGE ITEM
PCI016

TITLE: Existing MSA-1 Roof Exploratory Demo and Patch Back **DATE:** 11/19/2018

PROJECT: Magnolia Science Academy **PROJECT NO.:** 18049

TO:

Magnolia Educational and Research Foundation
250 E. 1st St., 1500
Los Angeles, CA

We respectfully request your approval of the following change to the original scope of work:

DESCRIPTION:

This change order request includes costs associated with the roof exploratory demo, patch back and miscellaneous repairs throughout the existing MSA-1 roof. Please see attached for narrative, breakdown, photos and detailed pricing. Please note ROM value carried was $21k on pending items log.

Vendor	Description	Amount
Armstrong & Aceves Company, Inc.	Roofing Demo and Repair. See A&A COR 1R1.	13,720.81
	SUBTOTAL:	**13,720.81**
	Gross Tax	18.00
	GL	134.00
	Bond	113.00
	SDI	172.00
	Fee	702.00
	SUBTOTAL:	**1,139.00**
	TOTAL COST FOR THIS CHANGE ORDER REQUEST:	**14,859.81**

APPROVAL:
Oltmans Construction Co.

BY: Trevor Lawton
DATE:

APPROVAL:
Magnolia Educational and Research

BY:
DATE:

Work Order #3 Narrative

The work scope associated with work order #3 was the removal of roofing and wood decking in multiple areas on the existing MSA-1 building roof to allow for the structural engineer to review the existing conditions for that building's design. Once the structural engineers completed their review/investigation of the conditions, the roofing crews returned and patched the openings back with new material and then performed an overall roof check applying patch material at multiple other locations that were deemed to have the potential for leaking.

Roofing crews performed the demo scope on 8/30-31, and 9/4/18. The patch back and repairs occurred on 9/20, 9/21, 9/24, 9/25, 9/26, 9/27 and 9/28.

Armstrong & Aceves Company, Inc.

Change Request

To: DEVIN ULIBARRI
OLTMANS CONSTRUCTION
10005 MISSION MILL ROAD
WHITTIER, CA 90601
Ph: (562) 948-4242 Fax: (562) 695-9750

Number: 1R1
Date: 10/4/18
Job: 1-477 Magnolia Science Center
Phone:

Description: TO REMOVE EXISTING ROOF REQUESTED BY OLTMANS

We are pleased to offer the following specifications and pricing to make the following changes:

TO REMOVE EXISTING ROOFING AT THE REQUEST OF OLTMANS TO HAVE THE PROJECT STRUCTURAL ENGINEER AND OTHERS REVIEW THE EXISTING STRUCTURAL AS PER PLAN PROVIDED BY OLTMANS . ONCE COMPLETE A&A WAS REQUESTED TO PATCH ALL OPENINGS AND REPQIR EXISTING HOLES /DAMAGES ON ROOF CAUSED BY OTHERS.

LABOR - DEMOLITION

8/30/2018 8HRS.
8/31/2018 16HRS.
9/4/2018 16HRS.

LABOR - REPAIR

9/21/18 ← Typo
~~9/2/2018~~ 16HRS.
9/20/2018 16 HRS.
9/24/2018 16 HRS.
9/25/2018 16 HRS.
9/26/2018 16 HRS.
9/27/2018 16 HRS.
9/28/2018 16 HRS.

REPAIRING OF EXISTING ROOF CONDITIONS.

Work performed by us:

Description	Quantity	Unit	Unit Price	Price
EQUIPMENT	1.00	lot	$257.10	$257.10
JMC PERMAPLY 28 BASE	1.00	ea	$26.42	$26.42
JMC GLASKAP WHITE 1SQ	4.00	ea	$22.90	$91.60
JMC CONCRETE PRIMER	1.00	ea	$60.38	$60.38
TRO 509AF CEMENT	1.00	ea	$36.51	$36.51
HUN 2.0" ISO 4X4 GRADE II	24.00	ea	$12.03	$288.61
150040 CHIP 4" BRUSH	2.00	ea	$5.01	$10.02
LUC 70109 9" ROLLER COVER	2.00	ea	$1.47	$2.94
LUC ROLLER FRAME 9"	1.00	ea	$1.95	$1.95
LUC 2133 BRUSH 3 KNOT	2.00	ea	$12.43	$24.86
LBR 1X6X12' S4S KD PONDPINE	3.00	ea	$8.04	$24.12
MOR 40 MOREN ROOFER KNIFE	2.00	ea	$6.04	$12.08
ROF 354010 SHINGLE/ROOFERS BLADE	3.00	ea	$7.12	$21.36
MBT SBS LAYFAST UNDERLAY 70SQ	3.00	ea	$60.33	$180.99
GHO APOC 107AF COLD PLY CMT	2.00	ea	$67.41	$134.82

Armstrong & Aceves Company, Inc.

Change Request

To: DEVIN ULIBARRI
OLTMANS CONSTRUCTION
10005 MISSION MILL ROAD
WHITTIER, CA 90601
Ph: (562) 948-4242 Fax: (562) 695-9750

Number: 1R1
Date: 10/4/18
Job: 1-477 Magnolia Science Center
Phone:

GHO APOC 107AF COLD PLY	3.00	ea	$67.41	$202.23
MBT SBS LAYFAST UNDERLAY 70 ISQ	1.00	ea	$60.33	$60.33
ROF MOP HANDLE WOOD 8'	1.00	ea	$21.88	$21.88
GHO APOC 107AF COLD PLY CEMENT	1.00	ea	$67.41	$67.41
TRI RX 500 ELASTO CTG WHITE	2.00	ea	$88.37	$176.74
LUC 70109 9" ROLLER COVER 3/8"	2.00	ea	$1.47	$2.94
GHO APOC 107AF COLDPLY	1.00	ea	$67.41	$67.41
TRI RX 500 ELASTO CTG WHITE	1.00	ea	$98.50	$98.50
TRI RX 100 ULTIMA FLSH CHEM	1.00	ea	$30.85	$30.85
ORG MC GAUGING TROWEL RD NOSE	1.00	ea	$12.10	$12.10
ROF COTTON FABRIC 4"X150'	1.00	ea	$19.78	$19.78
LABOR - DEMOLITION 8/30/2018	8.00	hrs	$65.00	$520.00
LABOR -DEMOLITION 8/31/2018	16.00	hrs	$65.00	$1,040.00
LABOR-DEMOLITION 9/4/2018	16.00	hrs	$65.00	$1,040.00
LABOR - REPAIR 9/2/2018	16.00	hrs	$65.00	$1,040.00
LABOR - REPAIR 9/20/2018	16.00	hrs	$65.00	$1,040.00
LABOR - REPAIR 9/24/2018	16.00	hrs	$65.00	$1,040.00
LABOR- REPAIR 9/25/2018	16.00	hrs	$65.00	$1,040.00
LABOR-REPAIR 9/26/2018	16.00	hrs	$65.00	$1,040.00
LABOR - REPAIR 9/27/2018	16.00	hrs	$65.00	$1,040.00
LABOR - REPAIR	16.00	hrs	$65.00	$1,040.00
MOBILIZATION	1.00	lot	$500.00	$500.00
MATERIAL TAX	1.00	lot	$159.80	$159.80
			Subtotal:	$12,473.73

		Subtotal:	**$12,473.73**
O H & P	$12,473.73	10.00%	$1,247.37
ROUND	$12,473.73	0.00%	$-0.29
		Total:	**$13,720.81**

If you have any questions, please contact me at 951-284-3456.

Submitted by: ANJ ARZAGA
ARMSTRONG & ACEVES COMPANY

Approved by: _____
Date: _____

Cc: TOM GALAN (ARMSTRONG & ACEVES

Magnolia Public Schools - Regular Board Meeting - Agenda - Thursday December 13, 2018 at 6:00 PM

Armstrong & Aceves Company, Inc.

Date: 8 31 / 2018 Friday.

TIMESHEETS ARE DUE AT THE END OF DAY

Job Name: Magnolia Science.
Job Number:

EMP #	EMPLOYEE NAME	TIME IN	Yard Work 1 #15-50	BUR - Hot 2 #11-15	Water-proofing 3 #12-15	Single-Ply 4 #11-25	Sheet Metal 5 #13-15	Shingles 6 #11-45	Set Up Take Down 7 #15-40	TIME OUT	LUNCH BREAK	TOTAL HOURS	* (Signature verifies that there are no injuries preventing work prior to this work day.) Signature
1827	1 Alejandro Cruz	6am								2:30	.5	8	Alejandro Cruz
1422	2 3 Jennifer Valdez	6am								2:30	.5	8	[illegible]
	4												
	5												
	6												
	7												
	8												
	9												
	10												
	11												
	12												
	13												
	14												
	15												
	16												
	TOTAL HOURS												

* Al firmar, Yo reconozco que he tomado todos mis descansos y 1/2 hora de lonche al menos que se endique lo contrario y sera aprobado por mi supervisor, y sera notado en la hoja del tiempo.
* By my signature above, I acknowledge that I have taken all required breaks and 1/2 hour meal periods, unless otherwise noted. If there are any exceptions approved by my supervisor, they are noted in my timesheet above.

Foreman Signature: Alejandro Cruz

I have personally inspected all safety equipment and tools.
(Yo he, inspeccionado todo el equipo de seguridad y herramientas)

NOTES: Doing Demo on the Roof 2" Iso board w/ Cap sheet Hotmop 3X2 (5 total)

Magnolia Public Schools - Regular Board Meeting - Agenda - Thursday December 13, 2018 at 6:00 PM

Armstrong & Aceves Company, Inc.

TIMESHEETS ARE DUE AT THE END OF DAY

Date: 8 30 / 2018

Job Name: Magnolia Science

Job Number:

EMP #	EMPLOYEE NAME	TIME IN	Yard Work #15-50	BUR - Hot #11-15	Water-proofing #12-15	Single-Ply #11-25	Sheet Metal #13-15	Shingles #11-45	Set Up Take Down #15-40	TIME OUT	LUNCH BREAK	TOTAL HOURS	* (Signature verifies that there are no injuries preventing work prior to this work day.) Signature
1027	1 Alex Cruz	6am		/						2:30	.5	8	Alejandro Cruz
	2												
	3												
	4												
	5												
	6												
	7												
	8												
	9												
	10												
	11												
	12												
	13												
	14												
	15												
	16												
	TOTAL HOURS												

* Al firmar, Yo reconozco que he tomado todos mis descansos y 1/2 hora de lonche al menos que se endique lo contrario y sera aprobado por mi supervisor, y sera notado en la hoja del tiempo.

* By my signature above, I acknowledge that I have taken all required breaks and 1/2 hour meal periods, unless otherwise noted. If there are any exceptions approved by my supervisor, they are noted in my timesheet above.

Foreman Signature: Alejandro Cruz

I have personally inspected all safety equipment and tools.
(Yo he, inspeccionado todo el equipo de seguridad y herramientas)

NOTES: Meeting w/ G.C About Roofing Demo (9 hours total)
starting with Demo 2nd Dsu board

Armstrong & Aceves Company, Inc.

Date: 9 / 5 / 2018 tuesday

TIMESHEETS ARE DUE AT THE END OF DAY

Job Name: Magnolia Science

Job Number:

* Al firmar, Yo reconozco que he tomado todos mis descansos y 1/2 hora de lonche al menos que se endique lo contrario y sera aprobado por mi supervisor, y sera notado en la hoja del tiempo.
* By my signature above, I acknowledge that I have taken all required breaks and 1/2 hour meal periods, unless otherwise noted. If there are any exceptions approved by my supervisor, they are noted in my timesheet above.

EMP #	EMPLOYEE NAME	TIME IN	Yard Work 1 #15-50	BUR - Hot 2 #11-15	Water-proofing 3 #12-15	Single-Ply 4 #11-25	Sheet Metal 5 #13-15	Shingles 6 #11-45	Set Up Take Down 7 #15-40	TIME OUT	LUNCH BREAK	TOTAL HOURS	* (Signature verifies that there are no injuries preventing work prior to this work day.) Signature
1027	1 Alejandro Cruz	6am		1						2:30	.5	8	Alejandro Cruz B
1422	3 Juanfer Valdez	6am		1						2:30	.5	8	
	2												
	4												
	5												
	6												
	7												
	8												
	9												
	10												
	11												
	12												
	13												
	14												
	15												
	16												
	TOTAL HOURS												

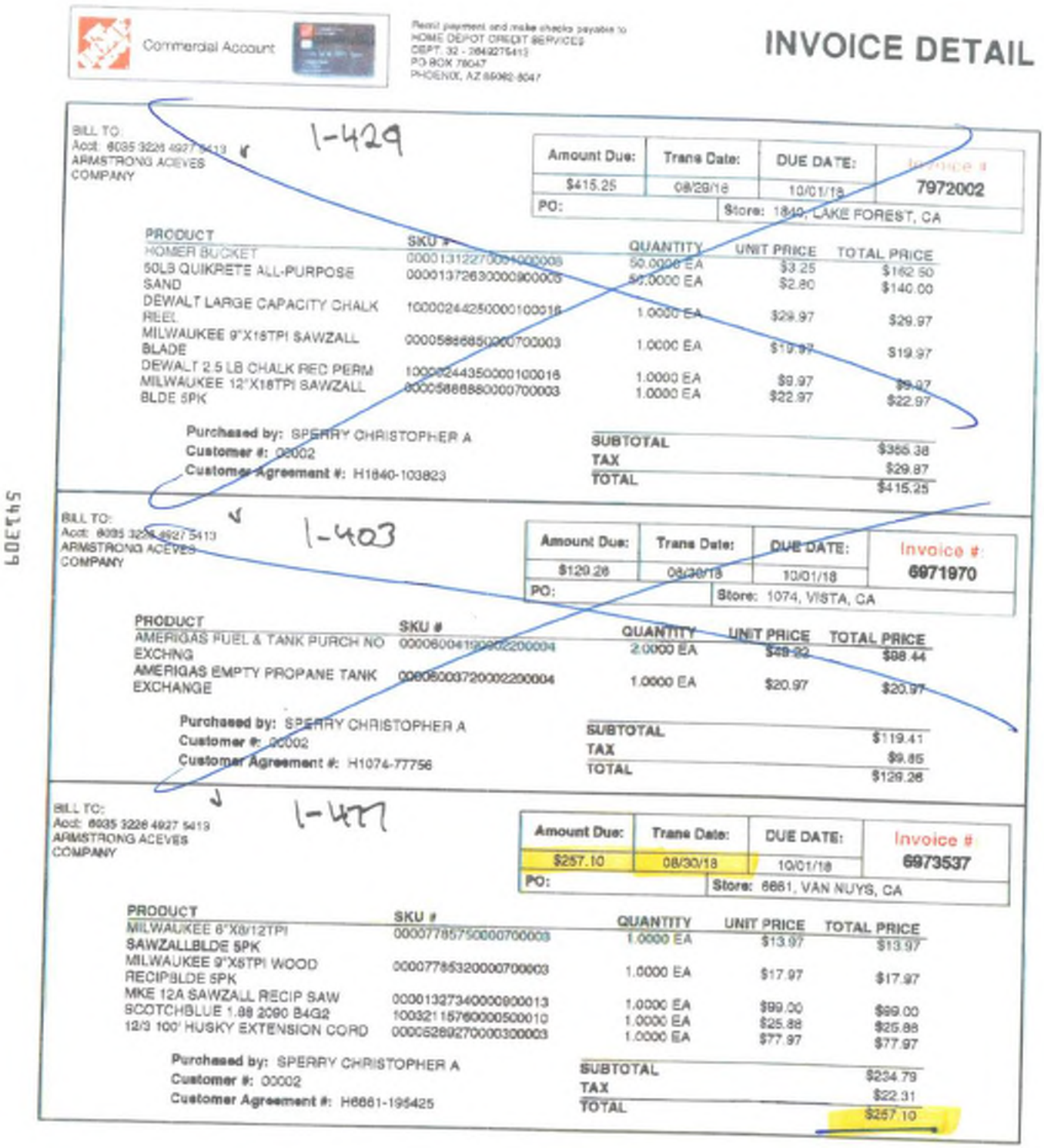
Foreman Signature: Alejandro Cruz B

I have personally inspected all safety equipment and tools.
(Yo he, inspeccionado todo el equipo de seguridad y herramientas)

NOTES: doing Demolition 2" Iso board and Roofing Materials (9 holes total) 100% done. doing Clean up 100% done. all 9 holes Water tight w/ plastic and Mastik

9/4/2018

866.459.7600
mobile modular
SECURITY



Commercial Account

Remit payment and make checks payable to
HOME DEPOT CREDIT SERVICES
DEPT. 32 - 2842276413
PO BOX 78047
PHOENIX, AZ 85062-8047

INVOICE DETAIL

1-429

BILL TO:
Acct: 6035 3226 4927 5413
ARMSTRONG ACEVES
COMPANY

Amount Due:	Trans Date:	DUE DATE:	Invoice #
$415.25	08/28/18	10/01/18	7972002
PO:	Store: 1840, LAKE FOREST, CA		

PRODUCT	SKU #	QUANTITY	UNIT PRICE	TOTAL PRICE
HOMER BUCKET	000013122700041000006	50.0000 EA	$3.25	$162.50
50LB QUIKRETE ALL-PURPOSE SAND	000013726300009000005	50.0000 EA	$2.80	$140.00
DEWALT LARGE CAPACITY CHALK REEL	100002442500001000016	1.0000 EA	$29.97	$29.97
MILWAUKEE 9"X18TPI SAWZALL BLADE	000058668500000700003	1.0000 EA	$19.97	$19.97
DEWALT 2.5 LB CHALK REC PERM	100002443500001000016	1.0000 EA	$9.97	$9.97
MILWAUKEE 12"X18TPI SAWZALL BLDE 5PK	000058668800000700003	1.0000 EA	$22.97	$22.97

Purchased by: SPERRY CHRISTOPHER A
Customer #: 00002
Customer Agreement #: H1840-103823

SUBTOTAL	$355.38
TAX	$29.87
TOTAL	$415.25

1-403

BILL TO:
Acct: 6035 3226 4927 5413
ARMSTRONG ACEVES
COMPANY

Amount Due:	Trans Date:	DUE DATE:	Invoice #:
$129.26	08/30/18	10/01/18	6971970
PO:	Store: 1074, VISTA, CA		

PRODUCT	SKU #	QUANTITY	UNIT PRICE	TOTAL PRICE
AMERIGAS FUEL & TANK PURCH NO EXCHNG	000060041900022000004	2.0000 EA	$49.22	$98.44
AMERIGAS EMPTY PROPANE TANK EXCHANGE	000060037200022000004	1.0000 EA	$20.97	$20.97

Purchased by: SPERRY CHRISTOPHER A
Customer #: 00002
Customer Agreement #: H1074-77756

SUBTOTAL	$119.41
TAX	$9.85
TOTAL	$129.26

1-427

BILL TO:
Acct: 6035 3226 4927 5413
ARMSTRONG ACEVES
COMPANY

Amount Due:	Trans Date:	DUE DATE:	Invoice #:
$257.10	08/30/18	10/01/18	6973537
PO:	Store: 6661, VAN NUYS, CA		

PRODUCT	SKU #	QUANTITY	UNIT PRICE	TOTAL PRICE
MILWAUKEE 6"X8/12TPI SAWZALLBLDE 5PK	000077857500007000003	1.0000 EA	$13.97	$13.97
MILWAUKEE 9"X6TPI WOOD RECIPBLDE 5PK	000077853200007000003	1.0000 EA	$17.97	$17.97
MKE 12A SAWZALL RECIP SAW	000013273400009000013	1.0000 EA	$99.00	$99.00
SCOTCHBLUE 1.88 2090 B4G2	100321157600005000010	1.0000 EA	$25.88	$25.88
12/3 100' HUSKY EXTENSION CORD	000052892700003000003	1.0000 EA	$77.97	$77.97

Purchased by: SPERRY CHRISTOPHER A
Customer #: 00002
Customer Agreement #: H6661-195425

SUBTOTAL	$234.79
TAX	$22.31
TOTAL	$257.10

Page 15 of 26

1-800-396-7363 myhomedepotaccount.com

A Beacon Roofing Supply Company

INVOICE

WAREHOUSE
VAN NUYS BRANCH
ALLIED BUILDING PRODUCTS
15208 RAYMER ST
VAN NUYS, CA 91405-1016
Telephone: 818-781-3280

REMIT TO
BEACON ROOFING SUPPLY
PO BOX 740914

LOS ANGELES, CA 90074-0914

INVOICE No.	BR28095
INVOICE DATE	9/26/18
DUE DATE	11/30/18
CUSTOMER NO.	304061

SOLD TO
ARMSTRONG & ACEVES COMPANY INC
3299 HORSELESS CARRIAGE ROAD
SUITE H
NORCO, CA
92860

SHIP TO
Customer Pickup

CUSTOMER NUMBER	SLS	SHIP VIA	TERMS
304061	0JE	Pickup	NET 30TH 2ND MONTH AFTER

CUSTOMER PURCHASE ORDER NO.	TAX RATE	JOB # and NAME	ORDERED BY
MSA-TG	9.500	999 |SHOP	ALEHANDRO

PRODUCT	DESCRIPTION	U/M	QUANTITY	UNIT PRICE	EXTENSION
GHOAP107G5	GHO APOC 107AF COLD PLY CMT 5G	EA	1	67.4100	67.41
TRIRX500ECWH5G	TRI RX #500 ELASTO CTG WHITE 5G RX5005 TRI-BUILT	PL	1	98.5000	98.50
TRIRX100UFC3G	TRI RX #100 ULTIMA FLSH CEM 3G RX1003 TRI-BUILT	3GL	1	30.8500	30.85
ORG6054951	ORG MC GAUGING TROWEL RD NOSE 36707 ROUND NOSE GAUGING TOWEL MINTCRAFT	EA	1	12.1000	12.10
ROFCF4150	ROF COTTON FABRIC 4" X 150'	RL	1	19.7800	19.78
	***********PLEASE CONFIRM PAYMENT ADDRESS************* **BEACON ROOFING SUPPLY** **PO BOX 740914** **LOS ANGELES, CA 90074-0914**				

RECEIVED BY	SUB-TOTAL	TAX	Handling/Restock	Shipping	TOTAL AMOUNT
	228.64	21.72	.00	.00	250.36

THIS SALE IS SUBJECT TO THE TERMS AND CONDITIONS AND RETURN POLICY FOUND AT http://www.beaconroofingsupply.com/. BUYER ACKNOWLEDGES AGREEING TO SUCH TERMS AND CONDITIONS AND RETURN POLICY.

End of Invoice

A Beacon Roofing Supply Company

INVOICE

WAREHOUSE
VAN NUYS BRANCH
ALLIED BUILDING PRODUCTS
15208 RAYMER ST
VAN NUYS, CA 91405-1016
Telephone: 818-781-3280

REMIT TO
BEACON ROOFING SUPPLY
PO BOX 740914

LOS ANGELES, CA 90074-0914

INVOICE No.	BR08595
INVOICE DATE	9/25/18
DUE DATE	11/30/18
CUSTOMER NO.	304061

SOLD TO
ARMSTRONG & ACEVES COMPANY INC
3299 HORSELESS CARRIAGE ROAD
SUITE H
NORCO, CA
92860

SHIP TO
Customer Pickup

CUSTOMER NUMBER	SLS	SHIP VIA	TERMS
304061	0JE	Pickup	NET 30TH 2ND MONTH AFTER

CUSTOMER PURCHASE ORDER NO.	TAX RATE	JOB # and NAME	ORDERED BY
MSA-TG	9.500	999 |SHOP	ALEJANDRO/ MAGN

PRODUCT	DESCRIPTION	U/M	QUANTITY	UNIT PRICE	EXTENSION
GHOAP107G5	GHO APOC 107AF COLD PLY CMT 5G	EA	1	67.4100	67.41
TRIRX500ECWH5G	TRI RX #500 ELASTO CTG WHITE 5G RX5005 TRI-BUILT	PL	2	88.3700	176.74
LUC70109	LUC 70109 9" ROLLER COVER 3/8" 70109 36/CTN	EA	2	1.4700	2.94
	***********PLEASE CONFIRM PAYMENT ADDRESS************* **BEACON ROOFING SUPPLY** **PO BOX 740914** **LOS ANGELES, CA 90074-0914**				

RECEIVED BY	SUB-TOTAL	TAX	Handling/Restock	Shipping	TOTAL AMOUNT
	247.09	23.47	.00	.00	270.56

THIS SALE IS SUBJECT TO THE TERMS AND CONDITIONS AND RETURN POLICY FOUND AT http://www.beaconroofingsupply.com/. BUYER ACKNOWLEDGES AGREEING TO SUCH TERMS AND CONDITIONS AND RETURN POLICY.

End of Invoice

A Beacon Roofing Supply Company

INVOICE

WAREHOUSE	REMIT TO
VAN NUYS BRANCH ALLIED BUILDING PRODUCTS 15208 RAYMER ST VAN NUYS, CA 91405-1016 Telephone: 818-781-3280	BEACON ROOFING SUPPLY PO BOX 740914 LOS ANGELES, CA 90074-0914

INVOICE No.	BQ86902
INVOICE DATE	9/24/18
DUE DATE	11/30/18
CUSTOMER NO.	304061

PAGE NO. 1

SOLD TO	SHIP TO
ARMSTRONG & ACEVES COMPANY INC 3299 HORSELESS CARRIAGE ROAD SUITE H NORCO, CA 92860	Customer Pickup

CUSTOMER NUMBER	SLS	SHIP VIA	TERMS
304061	0JE	Pickup	NET 30TH 2ND MONTH AFTER

CUSTOMER PURCHASE ORDER NO.	TAX RATE	JOB # and NAME	ORDERED BY
MAGNOLIA SCIENCS	9.500	54 |58 MAGNOLIA	ALEJAMDRO

PRODUCT	DESCRIPTION	U/M	QUANTITY	UNIT PRICE	EXTENSION
GHOAP107G5	GHO APOC 107AF COLD PLY CMT 5G	EA	3	67.4100	202.23
MBTTU70	MBT SBS LAYFAST UNDERLAY 70 1SQ	RL	1	60.3300	60.33
ROFMHW8	ROF MOP HANDLE WOOD 8' JR02008	EA	1	21.8800	21.88
	***********PLEASE CONFIRM PAYMENT ADDRESS************* **BEACON ROOFING SUPPLY** **PO BOX 740914** **LOS ANGELES, CA 90074-0914**				

RECEIVED BY	SUB-TOTAL	TAX	Handling/Restock	Shipping	TOTAL AMOUNT
	284.44	27.02	.00	.00	311.46

THIS SALE IS SUBJECT TO THE TERMS AND CONDITIONS AND RETURN POLICY FOUND AT http://www.beaconroofingsupply.com/. BUYER ACKNOWLEDGES AGREEING TO SUCH TERMS AND CONDITIONS AND RETURN POLICY.

End of Invoice

A Beacon Roofing Supply Company

INVOICE

WAREHOUSE
VAN NUYS BRANCH
ALLIED BUILDING PRODUCTS
15208 RAYMER ST
VAN NUYS, CA 91405-1016
Telephone: 818-781-3280

REMIT TO
BEACON ROOFING SUPPLY
PO BOX 740914

LOS ANGELES, CA 90074-0914

INVOICE No.	BQ44356
INVOICE DATE	9/20/18
DUE DATE	11/30/18
CUSTOMER NO.	304061

SOLD TO
ARMSTRONG & ACEVES COMPANY INC
3299 HORSELESS CARRIAGE ROAD
SUITE H
NORCO, CA
92860

SHIP TO
Customer Pickup

CUSTOMER NUMBER	SLS	SHIP VIA	TERMS
304061	0JE	Pickup	NET 30TH 2ND MONTH AFTER

CUSTOMER PURCHASE ORDER NO.	TAX RATE	JOB # and NAME	ORDERED BY
MSA-TG	9.500	999 |SHOP	ALEJANDRO+ 2 GU

PRODUCT	DESCRIPTION	U/M	QUANTITY	UNIT PRICE	EXTENSION
JMCPP28	JMC PERMAPLY 28 BASE 3SQ 90001258 FORMERLY #3330206 30RLS/PLT	RL	1	26.4200	26.42
JMCGKW	JMC GLASKAP WHITE 1SQ 30RLS/PLT, #90001266	RL	4	22.9000	91.60
JMC5CP	JMC CONCRETE PRIMER 5GAL 70000062 FORMERLY #1008747	PL	1	60.3800	60.38
TRO509G3	TRO 509AF MODIFIED CEMENT 3G	EA	1	36.5100	36.51
HUN2ISO4	HUN 2.0" ISO 4X4 GRADE-II 20PSI	PC	24	12.0256	288.61
ORG6063515	150040 CHIP 4" BRUSH ORGILL/MINTCRAFT 6063515	EA	2	5.0100	10.02
LUC70109	LUC 70109 9" ROLLER COVER 3/8" 70109 36/CTN	EA	2	1.4700	2.94
LUC9FRAME	LUC 71009 9" ROLLER FRAME	EA	1	1.9500	1.95
LUC2133	LUC 2133 BRUSH 3 KNOT	EA	2	12.4300	24.86
LBR1612KDPP3	LBR 1X6X12' S4S KD PONDPINE #3 & BTR	PC	3	8.0400	24.12
MORKNIFE	MOR 40 MODERN ROOFER KNIFE KNIFE W/ 3 BOW-TIE BLADES #40	EA	2	6.0400	12.08

RECEIVED BY	SUB-TOTAL	TAX	Handling/Restock	Shipping	TOTAL AMOUNT

THIS SALE IS SUBJECT TO THE TERMS AND CONDITIONS AND RETURN POLICY FOUND AT http://www.beaconroofingsupply.com/. BUYER ACKNOWLEDGES AGREEING TO SUCH TERMS AND CONDITIONS AND RETURN POLICY.

CONTINUED

A Beacon Roofing Supply Company

INVOICE

WAREHOUSE
VAN NUYS BRANCH
ALLIED BUILDING PRODUCTS
15208 RAYMER ST
VAN NUYS, CA 91405-1016
Telephone: 818-781-3280

REMIT TO
BEACON ROOFING SUPPLY
PO BOX 740914

LOS ANGELES, CA 90074-0914

INVOICE No.	BQ44356
INVOICE DATE	9/20/18
DUE DATE	11/30/18
CUSTOMER NO.	304061

SOLD TO
ARMSTRONG & ACEVES COMPANY INC
3299 HORSELESS CARRIAGE ROAD
SUITE H
NORCO, CA
92860

SHIP TO
Customer Pickup

CUSTOMER NUMBER	SLS	SHIP VIA	TERMS
304061	0JE	Pickup	NET 30TH 2ND MONTH AFTER

CUSTOMER PURCHASE ORDER NO.	TAX RATE	JOB # and NAME	ORDERED BY
MSA-TG	9.500	999 |SHOP	ALEJANDRO+ 2 GU

PRODUCT	DESCRIPTION	U/M	QUANTITY	UNIT PRICE	EXTENSION
ROF354010	ROF 354010 SHINGLE/ROOFERS BLAD 354010 5/PK	EA	3	7.1200	21.36
MBTTU70	MBT SBS LAYFAST UNDERLAY 70 1SQ	RL	3	60.3300	180.99
GHOAP107G5	GHO APOC 107AF COLD PLY CMT 5G	EA	2	67.4100	134.82
	***********PLEASE CONFIRM PAYMENT ADDRESS************** **BEACON ROOFING SUPPLY** **PO BOX 740914** **LOS ANGELES, CA 90074-0914**				
	Lumber Tax included in Tax .24				

RECEIVED BY	SUB-TOTAL	TAX	Handling/Restock	Shipping	TOTAL AMOUNT
	916.66	87.32	.00	.00	1003.98

THIS SALE IS SUBJECT TO THE TERMS AND CONDITIONS AND RETURN POLICY FOUND AT http://www.beaconroofingsupply.com/. BUYER ACKNOWLEDGES AGREEING TO SUCH TERMS AND CONDITIONS AND RETURN POLICY.

End of Invoice

Armstrong & Access Company, Inc.

Date: 9 / 20 / 2018

TIMESHEETS ARE DUE AT THE END OF DAY

Job Name: Maynolia Science
Job Number:

EMP #	EMPLOYEE NAME	TIME IN	Yard Work 1 #15-50	BUR - Hot 2 #11-15	Water-proofing 3 #12-15	Single-Ply 4 #11-25	Sheet Metal 5 #13-15	Shingles 6 #11-45	Set Up Take Down 7 #15-40	TIME OUT	LUNCH BREAK	TOTAL HOURS	* (Signature verifies that there are no injuries preventing work prior to this work day.) Signature
1027	1 2 alex Gcz											8	Alejandro Gcz
1422	3 4 Juarez Valdez											8	
	5												
	6												
	7												
	8												
	9												
	10 NOTE: VERIFICATION												
	11 OF HRS AND MATERIALS												
	12 ONLY												
	13												
	14				9/25/18								
	15												
	16												
TOTAL HOURS													

* Al firmar, Yo reconozco que he tomado todos mis descansos y 1/2 hora de lonche al menos que se endique lo contrario y sera aprobado por mi supervisor, y sera notado en la hoja del tiempo.
* By my signature above, I acknowledge that I have taken all required breaks and 1/2 hour meal periods, unless otherwise noted. If there are any exceptions approved by my supervisor, they are noted in my timesheet above.

Foreman Signature: Alejandro Gcz

I have personally inspected all safety equipment and tools.
(Yo he, inspeccionado todo el equipo de seguridad y herramientas)

NOTES: Went to Roofing Materials Getting Materials 2" ISO board, TU70 Underlayment. Base #75, Capsheet, Mastik, 2 buckets Cold process. 1x6 Wood 12'LF Plywood.
Loading Materials to the Main Roof.

Armstrong & Acc[illegible]s Company, Inc.

Date: 9/12/2018 Friday.

Job Name: Magnolia Science

Job Number:

TIMESHEETS ARE DUE AT THE END OF DAY

* Al firmar, Yo reconozco que he tomado todos mis descansos y 1/2 hora de lonche al menos que se endique lo contrario y sera aprobado por mi supervisor, y sera notado en la hoja del tiempo.
* By my signature above, I acknowledge that I have taken all required breaks and 1/2 hour meal periods, unless otherwise noted. If there are any exceptions approved by my supervisor, they are noted in my timesheet above.

EMP #		EMPLOYEE NAME	TIME IN	Yard Work 1 #15-50	BUR - Hot 2 #11-15	Water-proofing 3 #12-15	Single-Ply 4 #11-25	Sheet Metal 5 #13-15	Shingles 6 #11-45	Set Up Take Down 7 #15-40	TIME OUT	LUNCH BREAK	TOTAL HOURS	* (Signature verifies that there are no injuries preventing work prior to this work day.) Signature
1027	1	alex Guz											8	Alejandro Guz
1422	2													
	3	Juan Jose Valdez											8	Juan Jose Valdez
	4													
	5													
	6													
	7													
	8													
	9													
	10													
	11													
	12													
	13													
	14													
	15													
	16													
		TOTAL HOURS												

NOTE: VERIFICATION OF HRS AND MATERIALS ONLY

9/25/18

Foreman Signature: Alejandro Guz

I have personally inspected all safety equipment and tools.
(Yo he, inspeccionado todo el equipo de seguridad y herramientas)

NOTES: We Installed 1X6 Wood and plywood (3'x3' holes) (9 holes total)
We Installed 2" ISO board w/ Base #75 at the Same time 5" Screws w/ 3" plates Installed Primer Around the Area (9 holes total)

Magnolia ISD/Schools - Regular Board Meeting - Agenda - Thursday December 13, 2018 at 6:00 PM

Armstrong & Access Company, Inc.

Date: 9/24/2018 Monday

TIMESHEETS ARE DUE AT THE END OF DAY

Job Name: Magnolia Science

Job Number:

* Al firmar, Yo reconozco que he tomado todos mis descansos y 1/2 hora de lonche al menos que se endique lo contrario y sera aprobado por mi supervisor, y sera notado en la hoja del tiempo.
* By my signature above, I acknowledge that I have taken all required breaks and 1/2 hour meal periods, unless otherwise noted. If there are any exceptions approved by my supervisor, they are noted in my timesheet above.

EMP #	EMPLOYEE NAME	TIME IN	Yard Work 1 #15-50	BUR - Hot 2 #11-15	Water-proofing 3 #12-15	Single-Ply 4 #11-25	Sheet Metal 5 #13-15	Shingles 6 #11-45	Set Up Take Down 7 #15-40	TIME OUT	LUNCH BREAK	TOTAL HOURS	* (Signature verifies that there are no injuries preventing work prior to this work day.) Signature
1027	1 Alex Gvz											8	Alejandro Gvz
1422	2 3 Juanfer Valdez											8	Juanfer Valdez
	5												
	6												
	7												
	8												
	9 NOTE: VERIFICATION OF HRS AND MATERIALS ONLY												
	10												
	11												
	12												
	13		9/25/18										
	14												
	15												
	16												
	TOTAL HOURS												

Foreman Signature: Alejandro Gvz B

I have personally inspected all safety equipment and tools.
(Yo he, inspeccionado todo el equipo de seguridad y herramientas)

NOTES: Went to Roofing Materials Getting More Cool process (3 buckets) Installed 2 ply TU70 Underlyment w/ Cool process to make it Watertight (9 holes total) (see photos)

Armstrong & Ace[illegible]s Company, Inc.

TIMESHEETS ARE DUE AT THE END OF DAY

Date: 9 / 25 / 2018 tuesday

Job Name: Magnolia Science

Job Number:

* Al firmar, Yo reconozco que he tomado todos mis descansos y 1/2 hora de lonche al menos que se endique lo contrario y sera aprobado por mi supervisor, y sera notado en la hoja del tiempo.
* By my signature above, I acknowledge that I have taken all required breaks and 1/2 hour meal periods, unless otherwise noted. If there are any exceptions approved by my supervisor, they are noted in my timesheet above.

EMP #	EMPLOYEE NAME	TIME IN	Yard Work 1 #15-50	BUR - Hot 2 #11-15	Water-proofing 3 #12-15	Single-Ply 4 #11-25	Sheet Metal 5 #13-15	Shingles 6 #11-45	Set Up Take Down 7 #15-40	TIME OUT	LUNCH BREAK	TOTAL HOURS	* (Signature verifies that there are no injuries preventing work prior to this work day.) Signature
1027	alex Cruz											8	Alejandro Cruz B.
1422	Juanpa Valdez											8	[illegible]

NOTE: VERIFICATON OF HRS AND MATERIALS ONLY

[illegible]

TOTAL HOURS

Foreman Signature: Alejandro Cruz

I have personally inspected all safety equipment and tools.
(Yo he, inspeccionado todo el equipo de seguridad y herramientas)

NOTES: Installed 1ply Capsheet w/ cold process

Oltmans
CONSTRUCTION CO.

Bill Ragland
Superintendent

10005 Mission Mill Road
Whittier, California 90601
P 562.948.4242
F 562.463.4974
CA Lic.# 86393 AB

C 949.910. 8821
BRagland@Oltmans.com
www.Oltmans.com

Armstrong & Ace[illegible]s Company, Inc.

TIMESHEETS ARE DUE AT THE END OF DAY

Date: 9/26/2018 Wed

Job Name: Magnolia Science

Job Number:

* Al firmar, Yo reconozco que he tomado todos mis descansos y 1/2 hora de lonche al menos que se endique lo contrario y sera aprobado por mi supervisor, y sera notado en la hoja del tiempo.
* By my signature above, I acknowledge that I have taken all required breaks and 1/2 hour meal periods, unless otherwise noted. If there are any exceptions approved by my supervisor, they are noted in my timesheet above.

EMP #	EMPLOYEE NAME	TIME IN	Yard Work 1 #15-50	BUR - Hot 2 #11-15	Water-proofing 3 #12-15	Single-Ply 4 #11-25	Sheet Metal 5 #13-15	Shingles 6 #11-45	Set Up Take Down 7 #15-40	TIME OUT	LUNCH BREAK	TOTAL HOURS	* (Signature verifies that there are no injuries preventing work prior to this work day.) Signature
1027	alex Cruz											8	~~Alejandro Cruz B~~
1422	Juanfer Valdez											8	[illegible]

NOTE; VERIFICATION OF HRS ONLY

[illegible] 9/28/18

TOTAL HOURS

Foreman Signature: ~~Alejandro Cruz B~~

I have personally inspected all safety equipment and tools.
(Yo he, inspeccionado todo el equipo de seguridad y herramientas)

ES: Installed White Cap sheet w/ Cold process (100% done main Roof).

Armstrong & Access Company, Inc.

TIMESHEETS ARE DUE AT THE END OF DAY

Date: 9/27/2018 Thursday

Job Name: Magnolia Science

Job Number:

EMP #	EMPLOYEE NAME	TIME IN	1 Yard Work #15-50	2 BUR - Hot #11-15	3 Water-proofing #12-15	4 Single-Ply #11-25	5 Sheet Metal #13-15	6 Shingles #11-45	7 Set Up Take Down #15-40	TIME OUT	LUNCH BREAK	TOTAL HOURS	* (Signature verifies that there are no injuries preventing work prior to this work day.) Signature
1077	1 Alex Cruz											8	Alejandro Cruz
1422	2												
	3 Junior Valdez											8	
	4												
	5												
	6												
	7												
	8												
	9												
	10												
	11												
	12												
	13												
	14												
	15												
	16												

NOTE: VERIFICATION OF HRS ONLY

9/28/18

TOTAL HOURS

Foreman Signature: ~~Alejandro Cruz~~

I have personally inspected all safety equipment and tools.
(Yo he, inspeccionado todo el equipo de seguridad y herramientas)

NOTES: We start w/ 3 Course Repair on Main Roof Mastik, cotton 4", White Coating

* Al firmar, Yo reconozco que he tomado todos mis descansos y 1/2 hora de lonche al menos que se endique lo contrario y sera aprobado por mi supervisor, y sera notado en la hoja del tiempo.
* By my signature above, I acknowledge that I have taken all required breaks and 1/2 hour meal periods, unless otherwise noted. If there are any exceptions approved by my supervisor, they are noted in my timesheet above.

Armstrong & Access Company, Inc.

TIMESHEETS ARE DUE AT THE END OF DAY

Date: 9/28/2018 - Friday

Job Name: Magnolia Science

Job Number:

- Al firmar, Yo reconozco que he tomado todos mis descansos y 1/2 hora de lonche al menos que se endique lo contrario y sera aprobado por mi supervisor, y sera notado en la hoja del tiempo.
- By my signature above, I acknowledge that I have taken all required breaks and 1/2 hour meal periods, unless otherwise noted. If there are any exceptions approved by my supervisor, they are noted in my timesheet above.

EMP #	EMPLOYEE NAME	TIME IN	Yard Work 1 #15-50	BUR - Hot 2 #11-15	Water-proofing 3 #12-15	Single-Ply 4 #11-25	Sheet Metal 5 #13-15	Shingles 6 #11-45	Set Up Take Down 7 #15-40	TIME OUT	LUNCH BREAK	TOTAL HOURS	* (Signature verifies that there are no injuries preventing work prior to this work day.) Signature
1027	1 Alex Luz											8	
	2												
1422	3 Jaufer Valdez											8	
	4												
	5												
	6												
	7												
	8												
	9 NOTE: VERIFICATION OF HRS ONLY												
	10												
	11												
	12												
	13												
	14												
	15												
	16												

9/28/18

TOTAL HOURS

Foreman Signature:

I have personally inspected all safety equipment and tools.
(Yo he, inspeccionado todo el equipo de seguridad y herramientas)

NOTES: doing 3 Courses Repair on Main Roof White Coating 100% done Main Roof

DEWALT
DEWALT
25

citibank
CENTURY
DISCOUNT
PHARMACY
FREE PARKING

CENTURY
DISCOUNT
PHARMACY
FREE PARKING

citibank
JAM
JOINING ALL MOVEMENT
CENTURY
DISCOUNT
PHARMACY
FREE PARKING
107

Powered by BoardOnTrack

Bank of America

99¢
99¢
T-Mobile
COIN LAUNDRY

citibank
APOC
107 AF
Cold Process
Cement & Adhesive

Devin Ulibarri

From: Norair Tcheurekjian <ntcheurekjian@bjsce.com>
Sent: Thursday, August 23, 2018 4:41 PM
To: Devin Ulibarri
Cc: tim.buresh@primesourcepm.com; Jim Pearson; Jeff Rich
Subject: Magnolia Science Academy
Attachments: S18-0103 - MAGNOLIA SCIENCE ACADEMY - Copy 3.pdf

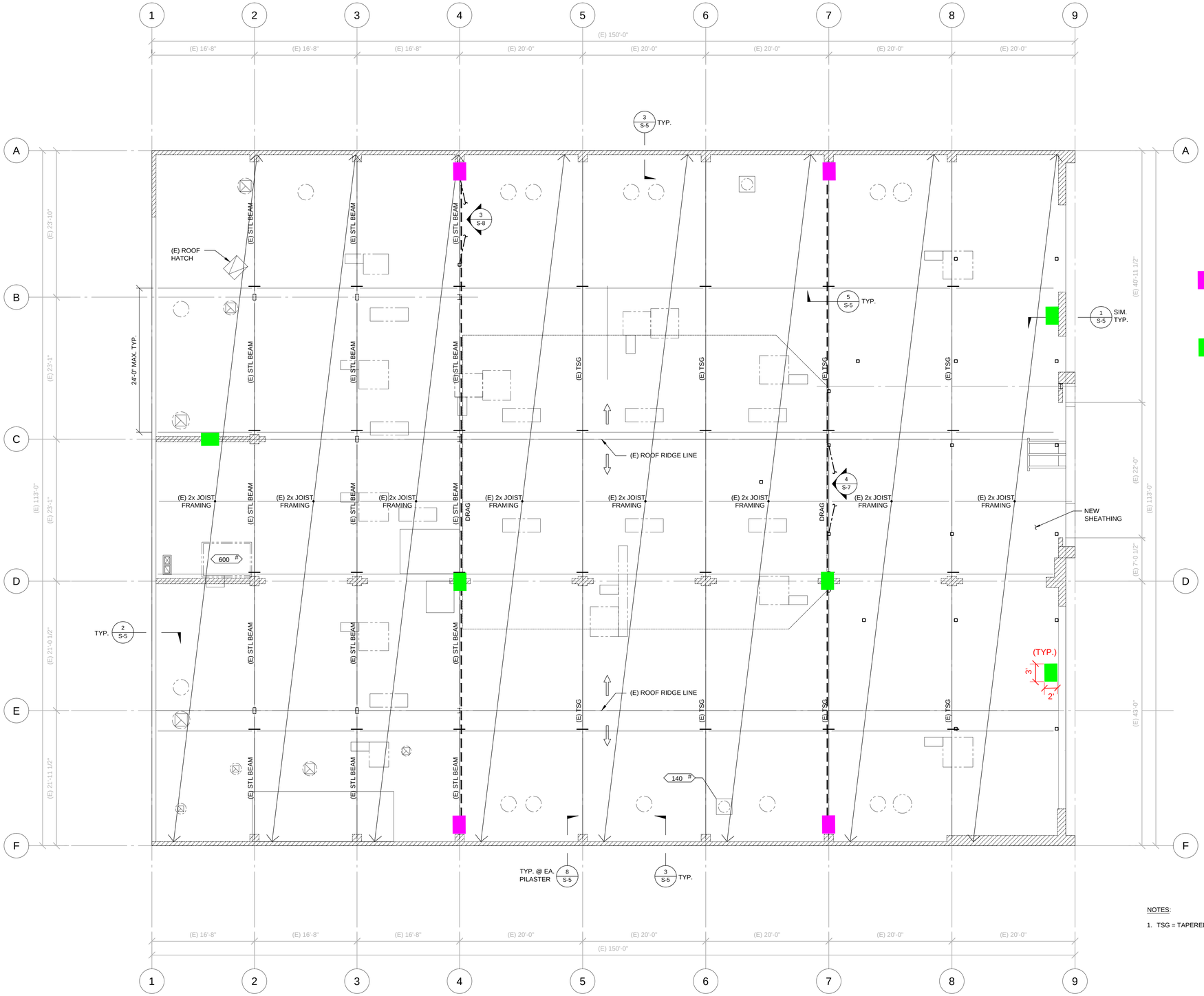
Devin,

Attached please find Roof Plan showing locations to be demoed for further investigation. Please note that there are two types, one is to remove roofing material only and the other is to remove roofing material and sheathing.
Please let me know if you have any question.

Thanks,

Norair Tcheurekjian, P.E.
Project Engineer

Brandow & Johnston Structural & Civil Engineers
700 S. Flower Street, Suite 1800
Los Angeles, California 90017
D: 213 596 4581
www.bjsce.com



- Remove roofing material to expose plywood sheathing.

- Remove roofing material and plywood sheathing.

NOTES:

1. TSG = TAPERED STEEL GIRDER

NORTH

ROOF FRAMING PLAN

SCALE: 1/8"=1'-0"

1

PLOT DATE: 8/21/2018 2:17 PM

CAD FILE: G:\18\S18-0103 - MAGNOLIA SCIENCE ACADEMY\DRAWINGS\CAD_SHEETS\S-4 ROOF FRAMING PLAN.DWG

EST. 1945
BRANDOW & JOHNSTON
STRUCTURAL+CIVIL ENGINEERS (B&J HBK, INC.)
700 S FLOWER ST #1800, LOS ANGELES, CA 90017
T: (213) 596-4500 WWW.BJSCE.COM

PROGRESS PRINT
08-21-2018

PROJECT:

STRUCTURAL AS BUILT

MAGNOLIA SCIENCE ACADEMY
18238 SHERMAN WAY, RESEDA CA 91335

REVISIONS: ISSUE DATE

SHEET TITLE:

ROOF FRAMING PLAN

SHEET NUMBER:

S-4

Devin Ulibarri

From: Robert Stern <rstern@sternarchitects.com>
Sent: Thursday, October 4, 2018 5:59 PM
To: Devin Ulibarri; Timothy Buresh
Cc: Jim Pearson (JPearson@bjsce.com); Norair Tcheurekjian; Michele Graham
Subject: MSA- Reseda
Attachments: MSA-Reseda - Front View.JPG; First Floor Plan.pdf; Proposed Second Floor Plan.pdf; MSA Roof Beam.jpg

Follow Up Flag: Follow up
Flag Status: Flagged

Devin:

We need your assistance in doing some exploratory work to determine the structural system of the building. We need to find out what is supporting the Sherman Way upper building area in yellow. What is supporting the window opening and roof framing at the wall parallel to the sidewalk. IS the roof framing above the window or below the roof? What is the depth of the structural support. We need this to determine where we can place windows l the future 2nd floor.

We also need you to open up the beam/truss shown on the other photo as we need access under this beam to access the stair ways.

I am including our proposed plans which are still in development.

Please call me if you have any questions.

Bob

Robert Stern, AIA, NCARB
Principal

2961 W. MacArthur Blvd.
Suite 120
Santa Ana, CA 92704
t. 714.556.2656 x 202
f. 714.556.2696

rstern@sternarchitects.com
www.sternarchitects.com

From: Norair Tcheurekjian <ntcheurekjian@bjsce.com>
Sent: Wednesday, September 12, 2018 9:02 AM
To: Devin Ulibarri
Cc: Jeff Rich; Olivia Sanchez; Timothy Buresh; Jim Pearson
Subject: RE: Magnolia Science Academy

Devin & Jeff,

You can patch-back the holes on the roof.

Thanks,

Norair Tcheurekjian, P.E.
Project Engineer

Brandow & Johnston Structural & Civil Engineers
700 S. Flower Street, Suite 1800
Los Angeles, California 90017
D: 213 596 4581
www.bjsce.com

From: Devin Ulibarri <DevinU@oltmans.com>
Sent: Wednesday, September 12, 2018 7:10 AM
To: Norair Tcheurekjian <ntcheurekjian@bjsce.com>
Cc: Jeff Rich <JeffR@oltmans.com>; Olivia Sanchez <OliviaS@oltmans.com>; Timothy Buresh <tim.buresh@primesourcepm.com>; Jim Pearson <JPearson@bjsce.com>
Subject: RE: Magnolia Science Academy

Norair

Please advise on when we can patch-back the holes on the roof.
We want to stay in front of any potential moisture intrusion.

Devin

From: Devin Ulibarri
Sent: Wednesday, September 12, 2018 6:42 AM
To: Timothy Buresh <tim.buresh@primesourcepm.com>
Cc: Jeff Rich <JeffR@oltmans.com>; Jim Pearson <jpearson@bjsce.com>; Norair Tcheurekjian <ntcheurekjian@bjsce.com>
Subject: RE: Magnolia Science Academy

ShareFile Attachments

Expires October 12, 2018

20180827_113846.jpg	5 MB
20180827_113911.jpg	3 MB
20180827_113918.jpg	3 MB
20180827_113925.jpg	4.3 MB
20180831_074652.jpg	5.8 MB
20180831_074658.jpg	7.2 MB
20180831_074719.jpg	5.1 MB
20180831_074726.jpg	6.8 MB
20180831_074738.jpg	5.3 MB
20180831_074745.jpg	7.4 MB
20180831_074811.jpg	4.6 MB
20180831_074817.jpg	5.6 MB
20180831_074839.jpg	4.7 MB
20180831_074920.jpg	3.2 MB
20180831_074924.jpg	3 MB
20180831_074935.jpg	5.4 MB
20180831_075000.jpg	6.5 MB
20180904_085434.jpg	4.1 MB
20180904_085509.jpg	5.6 MB

Download Attachments

Devin Ulibarri uses ShareFile to share documents securely. Learn More.

Devin

From: Timothy Buresh <tim.buresh@primesourcepm.com>
Sent: Tuesday, September 11, 2018 3:43 PM
To: Devin Ulibarri <DevinU@oltmans.com>
Cc: Jeff Rich <JeffR@oltmans.com>; Jim Pearson <jpearson@bjsce.com>; Norair Tcheurekjian <ntcheurekjian@bjsce.com>
Subject: Re: Magnolia Science Academy

Photos?

Tim Buresh, P.E., DBIA,
CCM

PrimeSource Project Management
655 Deep Valley Drive, Suite 335
Rolling Hills Estates CA 90274

(424) 903-0980
(424) 903-0981 (direct)
(424) 903-9412 (cell)

tim.buresh@primesourcepm.com

On Fri, Aug 31, 2018 at 7:39 AM, Devin Ulibarri <DevinU@oltmans.com> wrote:

> Thanks Jeff. Please ask A&A to provide photos.
>
> **Devin**
>
> ---
>
> **From:** Jeff Rich
> **Sent:** Friday, August 31, 2018 6:51 AM
> **To:** Norair Tcheurekjian <ntcheurekjian@bjsce.com>
> **Cc:** Devin Ulibarri <DevinU@oltmans.com>
> **Subject:** RE: Magnolia Science Academy

Good morning Norair. We have begun to open up the roof in the locations provided. I would like to set up a day and time to review and evaluate the roof.

We will complete the openings today. Can we meet early next week? Perhaps Tuesday or Wednesday?

Jeff Rich

Superintendent

Oltmans Construction Co.

C 562.217.5741

jeffr@oltmans.com

From: Norair Tcheurekjian <ntcheurekjian@bjsce.com>
Sent: Thursday, August 23, 2018 4:41 PM
To: Devin Ulibarri <DevinU@oltmans.com>
Cc: tim.buresh@primesourcepm.com; Jim Pearson <JPearson@bjsce.com>; Jeff Rich <JeffR@oltmans.com>
Subject: Magnolia Science Academy

Devin,

Attached please find Roof Plan showing locations to be demoed for further investigation. Please note that there are two types, one is to remove roofing material only and the other is to remove roofing material and sheathing.

Please let me know if you have any question.

Thanks,

Norair Tcheurekjian, P.E.

Project Engineer

Brandow & Johnston Structural & Civil Engineers

700 S. Flower Street, Suite 1800

Los Angeles, California 90017

D: 213 596 4581

www.bjsce.com

Cover Sheet

Approval of the LCAP Addendum for MPS

Section:	II. Consent Items
Item:	F. Approval of the LCAP Addendum for MPS
Purpose:	Vote
Submitted by:	
Related Material:	II F LCAP Addendum.pdf

Board Agenda Item #	Agenda # II F- Consent Item
Date:	December 13, 2018
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	David Yilmaz, Chief Accountability Officer
RE:	Recommendation of Approval of the LCAP Addendum for all MPS

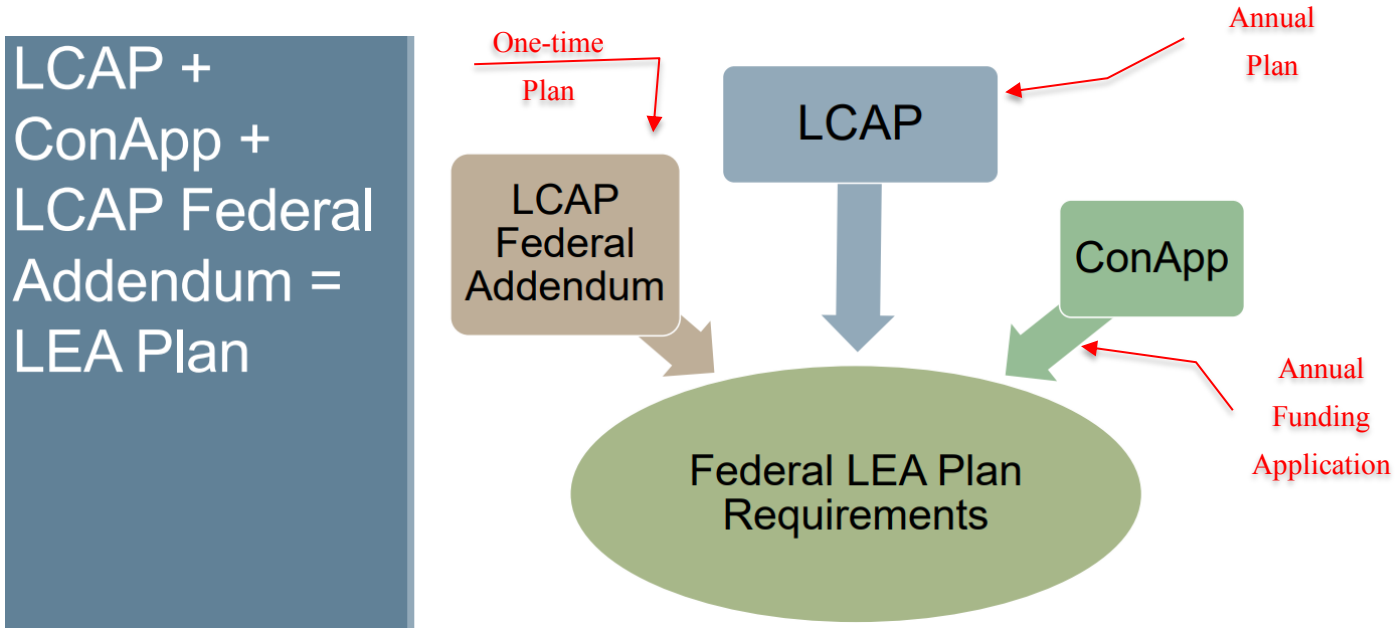
Proposed Board Recommendation

I move that the board approve the LCAP Addendum for all MPS.

Background

What is the LCAP ESSA Federal Addendum?

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA. The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding.



LCAP Addendum Supplements the LCAP

The CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements the LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, CDE staff will evaluate our responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

LCAP Addendum Template & Alignment with LCAP and SPSA

We have completed sections Title I, Part A, Title II, Part A, Title III, Part A, and Title IV, Part A in the plan template. Our schools have responded to the prompts in the template to describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the school's LCAP and SPSA. We have also closely reviewed our LCAP and SPSA to ensure services, actions, and strategies are in full alignment and that ESSA funds supplement state funds to provide a coherent education program.

Note: For charter schools that receive federal funds this is the last year of SPSA requirement. As of January 1, 2019, our SPSA and LCAP will be consolidated into one document, i.e., LCAP, and moving forward, we will use our LCAP as the single plan for school achievement. The LCAP Federal Addendum will be the document that supplements our LCAP in response to the ESSA plan provisions.

Summary: The first prompt in the LCAP Addendum document, titled "Strategy," asks for a summary of our strategies for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LCAP. Please read the Charter School's response on pages 3-7.

Budget Implications

N/A

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

This is a one-time mandatory plan to meet federal ESSA provisions and continue to receive ESSA federal funds for our schools.

Name of Staff Originator:

David Yilmaz, Chief Accountability Officer

Exhibits (Attachments):

MPS LCAP Federal Addendum (for each MSA)

Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum Template

LEA name:

Magnolia Science Academy

CDS code:

19 10199 6119945

Link to the LCAP:

(optional)

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A

Student Support and Academic Enrichment Grants

*(**NOTE:** This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

Title I, Part A; Title II, Part A; Title III, Part A; Title IV, Part A

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

The MSA-1 LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. It provides us with an opportunity to share MSA-1's story of how, what, and why programs and services are selected to meet our local needs.

The Charter School LCAP committee, which includes the School Site Council (SSC) and other stakeholders, reviews input from all stakeholders and available data through surveys and student performance data. Based on stakeholder input and data (CA School Dashboard data, interim student assessment data, survey results, etc.), we reflect on our existing LCAP actions/services and measurable outcomes, continue or modify them for improvement, and we also plan for new actions and services as the needs arise.

The following are highlights from our LCAP and the strategies and actions that we plan to use federal funds to supplement our education program within the context of the LCAP actions and services.

LCAP Planned Actions/Services:	Strategy/Activity to Be Supported by Federal Funds within the Context of the LCAP Actions/Services:
▪ Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance. ▪ Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials. ▪ Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of	▪ Charter School will ensure that all teachers are supported with their credentialing needs and that they participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. Charter School will also monitor and evaluate teachers for their performance. ▪ Charter School will monitor how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. Charter School leadership team will make daily classroom observations using the MSA-1 teacher observation protocol which includes walkthroughs, informal and formal observations and formal evaluation.

standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom visits.	▪ Charter School will evaluate its teachers for their performance. Charter School will identify those areas the teachers need improvement to become more effective and efficient at their jobs and communicate with teachers about performance, mutually establish goals and identify actions for progress, and evaluate results. Charter School may use evaluation results as basis and documentation for performance pay, transfer, promotion, reassignment, or disciplinary action. **Rationale/Evidence:** To increase teacher effectiveness to improve teaching and learning in the classroom based on teacher PD needs assessment and evaluations.
▪ Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. ▪ Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.	▪ Charter School will provide CCSS aligned ELA and math instruction and ELD instruction, support and intervention to ELs and immigrant students, and monitor student progress in ELA/Literacy, math, and ELD as measured by the MAP tests and other assessments. ▪ The EL program coordinator sponsored by the Title III consortium lead will monitor MSA-1 protocol for teacher observation and feedback regarding the implementation of the ELD program monthly. ▪ The EL program coordinator sponsored by the Title III consortium lead will evaluate the EL services at the school at least semesterly. **Rationale/Evidence:** To provide necessary support to meet the unique needs of our ELs and immigrant students in attaining language and academic proficiency. (Based on ELAC input, the CA School Dashboard EL student group data as well as internal assessments.)
▪ During the day, Charter School will provide additional supports and interventions to all students, including ELs. ▪ Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. ▪ Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.	▪ Charter School will select a research-based reading intervention and math program that targets the individual literacy needs of struggling students and English Learners and includes ongoing assessments of student growth. ▪ Teachers and the leadership team will monitor student progress in ELA and math as measured by in-class/benchmark assessments, MAP and IABs. **Rationale/Evidence:** To provide necessary support to meet the unique needs of struggling students in their core classes and to monitor their progress. (Based on SSC input, the CA School Dashboard ELA/Literacy and mathematics assessments as well as internal assessments such as MAP and IABs.)

▪ Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. ▪ Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. ▪ Charter School will offer "Advisory" classes (college planning and career exploration program) and "College Readiness" classes and programs preparing students for college readiness, including test prep for ACT/SAT.	▪ Charter School will promote a college-going culture through dual enrollment, AP courses, college visits, and other college related activities. **Rationale/Evidence:** To ensure our students are college/career ready. (Based on our mission to provide a college preparatory educational program, SSC and Parent Task Force (PTF) input, the CA School Dashboard four-year cohort graduation rate and College/Career Indicator (CCI) as well as PSAT/SAT/ACT results.)
▪ Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. ▪ Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.	▪ In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, clubs, health and physical education, arts, and civics. ▪ Charter School will strive to provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, and community service programs. **Rationale/Evidence:** To increase student access to a broader course of study that supports well-rounded education. (Based on students' needs and interests and student and parent survey results.)
▪ Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8. ▪ Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.	▪ Charter School will design and implement engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, and Project Lead the Way (PLTW) programs; ▪ Charter School will seek partnership opportunities with local universities and organizations (mentorship to our students, PLTW, Los Angeles County Office of Education (LACOE) partnership for STEAM related programs, etc.) **Rationale/Evidence:** To increase student participation and achievement in innovative STEAM related courses and programs. (Based on research and our school's vision to graduate scientific thinkers who contribute to the global community as socially responsible and educated members of society.)
▪ Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.	▪ Teachers will use accessible technology tools and other resources on a regular basis to engage and enhance learning and to differentiate instruction to meet the needs of every student. Teachers will effectively use challenging resources that are mentally, visually, aurally, and kinesthetically stimulating. (Ex: internet, PowerPoint, interactive white boards, document camera, multimedia, educational software, interactive games and simulations, apps, class website, lab materials, manipulatives, assistive technology, etc.)

	▪ Teachers and students will keep up to date with technology and blended learning practices. Teachers will model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law and student maintaining internet security. Teachers will provide resources and instructional materials that require cognitive engagement. Students will choose, adapt, or create materials to extend learning. **Rationale/Evidence:** To engage and enhance learning and to differentiate instruction to meet the needs of every student. (Based on research and teacher PD needs assessment and evaluations.)
▪ Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings. ▪ Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. ▪ Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level. ▪ Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement. ▪ Charter School will annually administer school experience surveys to students, parents, and staff.	▪ Charter School will pursue an integrated strategy to support the exchange of information, purposeful interaction, and meaningful participation between the school, families, and community partners to support student learning and achievement. This will include but not be limited to SSC, ELAC, and PTF meetings, parent activities/events, web portal, home-visits, and school experience surveys. ▪ Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL students and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. ▪ Charter School teachers will schedule and make home-visits. Teachers will document the visits, evaluate them and share necessary information with the appropriate staff (grade level team, counselor, administrator, etc.) ▪ Charter School will use an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and students' own strengths and weaknesses. This feedback instrument will provide teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. **Rationale/Evidence:** To increase our stakeholders' connectedness through parental participation in programs and parent input in making decisions for the Charter School so our stakeholders feel a sense of community. (Based on research; our school community's positive experience with our meetings, programs, and home visits; parent input and feedback as well as

	student, parent, and staff survey results.)
▪ Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs. ▪ Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. ▪ Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation. ▪ Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices. ▪ Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	▪ Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation and satisfaction of UC/CSU requirements. ▪ Charter School will implement restorative practices and Positive Behavioral Interventions and Supports (PBIS). o Charter School will implement restorative practices, PBIS, and alternatives to suspension. o Charter School will implement a positive behavior reward system and use its SIS for monitoring it. ▪ Charter School will offer Life Skills program to supplement instruction. ▪ Charter School will connect students and families with resources for social-emotional and behavioral support. **Rationale/Evidence:** To increase our students' sense of safety and school connectedness by providing academic, behavioral, and social-emotional support; to increase high school graduation rate and student attendance; and to avoid chronic absenteeism, school dropout, student suspension and expulsion. (Based on research; our school community's positive experience with PBIS; student, parent, and staff input and feedback as well as survey results.)

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

MSA-1's vision is that our graduates are scientific thinkers who contribute to the global community as socially responsible and educated members of society. MSA-1 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. We have identified the following core values, which are reinforced through our curriculum, student learning outcomes (SLOs), and all school activities: Excellence, Innovation, and Connection. Our three LCAP goals stem from our core values:

- EXCELLENCE: All students will pursue academic excellence and be college/career ready.
- INNOVATION: All students will become independent, innovative scholars.
- CONNECTION: All students, families, staff, and other stakeholders will feel a sense of community and connectedness.

In order to promote learning and provide a more positive learning experience for our students, MSA-1 has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our accountability plans (LCAP, LCAP Addendum, SPSA, WASC, etc.)

Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings. Parents on our PTF and SSC also serve as our parent advisory committee for Local Control and Accountability Plan (LCAP). Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our parent advisory committee and ELAC provide valuable input for the LCAP and SPSA. In addition, the Charter School conducts surveys for parents, students, and staff, and the Charter School staff make home visits. These all serve as ways to inform, educate, and gather input & feedback from all critical stakeholders.

MSA-1 has an approved charter petition with measurable student outcomes and methods to assess student progress, a SPSA with planned improvement in student performance in reading and mathematics and in programs for English Learners, and a WASC action plan for continuous school improvement. Therefore, the LCAP and the LCAP Addendum are received by our community as a comprehensive planning tool that draws from all other school plans and addresses the state priorities and locally identified priorities as well as the ESSA requirements.

MSA-1 aligns its federally-funded programs with the priority goals of the school and such funds provide the opportunity to innovate. The accountability plans planning process supports continuous cycles of action, reflection, and improvement. The academic, accountability, and finance departments at our Home Office and our back-office support provider work closely with us; they monitor and support our progress as well as review every federally-funded expense to ensure funds are expensed appropriately and that we are compliant. Our budgeting and accounting processes are designed so that state and local funds and federal grant funds are all budgeted and accounted for and aligned according to our school accountability plans.

MSA-1 teachers and administrators continually analyze schoolwide and disaggregated student achievement data (CA School Dashboard, CAASPP, NWEA MAP, ELPAC, IABs, grades, etc.) as well as SEL and survey data, teacher observation data, and input from all stakeholders to:

- Improve safe learning environments and promote student engagement;
- Identify targeted areas for curriculum, instruction, and other program improvements to support the academic achievement and social-emotional well-being for all students;
- Implement a multi-tiered system of support available to all students to provide increasing levels of support and academic intervention to meet the needs of students;
- Consistently modify interventions based on formative data to more effectively meet the learning needs of all students;
- Align policies, resources, and funding to our documented LEA goals and priorities, and oversee the impact of those funds;
- Select research-based practices;
- Monitor school progress, guide instructional practice, and make school governance decision;
- Adopt a multi-year, standards-based professional learning plan, based on data and a needs assessment and organized around a comprehensive set of program priorities;
- Monitor the effectiveness of the professional learning plan and to determine new opportunities;
- Provide intensive and targeted support of teachers through coaching and mentoring programs;
- Monitor the effectiveness of programs and practices and make necessary revisions in order to continuously increase student achievement;
- Determine next steps in order to clearly understand the challenges within the school community;
- Retain highly effective and qualified teachers that have the necessary skills to implement evidence-based practices;
- Make effective decisions that benefit students.

As described above, MSA-1 strives to attain a collaborative culture of data analysis, needs assessment, planning, aligning funding to our documented LEA goals and priorities, reflection, and improvement. All our stakeholder groups (parents, students, staff, SSC, ELAC, PTF, Home Office support team, Board of Directors, charter authorizer, ACS WASC, and our community partners) are critical, active, informed, and responsible participants in this process to ensure we make effective decisions that benefit students.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 *(as applicable)*

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

(A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;

(B) identifying students who may be at risk for academic failure;

(C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and

(D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 *(as applicable)*

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 *(as applicable)*

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

(A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and

(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 *(as applicable)*

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 *(as applicable)*

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. (N/A if your LEA is a charter school or COE)

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and it is a single-school LEA.

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

In order to promote learning and provide a more positive learning experience for our students, MSA-1 has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual LCAP and other plans such as the LCAP Addendum and School Plan for Student Achievement (SPSA).

Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings. Parents on our PTF and SSC also serve as our parent advisory committee for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, immigrant students, etc.) Feedback from our parent

advisory committee and ELAC provide valuable input for the new LCAP. In addition, MSA-1 conducts surveys for parents, students, and staff, and the school staff make home visits. These all serve as a way to inform, educate, and gather input & feedback from all critical stakeholders.

MSA-1 holds periodical meetings to gather input from our stakeholders. These include monthly PTF meetings, quarterly SSC meetings, quarterly ELAC meetings, monthly parent activities/events including Coffee with the Principal meetings, weekly staff meetings, and other stakeholder meetings. The school conducts a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. A majority of our stakeholders participate in this survey. MSA-1 staff also makes home visits annually and seeks feedback from the parents for school improvement.

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

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

Within 60 days of the beginning of school, the School sends [e.g., via mail, sent home with students, and/or placed in orientation packets and/or registration packets] a notice to all parents containing, but not limited to, the following information:

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

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

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

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

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

community members selected by parents, and pupils. Classroom teachers shall comprise the majority of persons represented under category (a). (Education Code Section 52852) Furthermore, Education Code Section 52852 states that parents or community members on the SSC may not be employed by the school district.

Additionally, the SSC will be involved in decisions regarding how funds reserved for parent involvement activities are allotted for those activities.

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

Building Capacity for Involvement:

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

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

- The LEA will encourage parents to serve on its board of directors;
- The LEA will seek input from the PTF and the SSC on ways to assist parents to understand the Standards and Requirements.
- The LEA will encourage parents to serve on its board committees.
- The LEA will regularly publish in its Newsletter, and/or on its website, descriptions and explanations of State academic content standards and State student academic achievement standards, State and local academic assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve the academic achievement of their children.
- Regular meetings will be held by the LEA at community libraries and/or parent volunteer homes to discuss how parents can work with educators to improve their child's academic achievement.
- The LEA will hold Back to School nights to introduce parents to the School's curriculum and its correlation to the State's academic content standards and academic achievement standards.
- Parents will be invited to attend regular classes to learn about State and local academic assessments and to take sample tests.

B. Helping Parents to Work with their Children

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

- Student-Teacher Status Portal: MSA-1 uses an online web portal to enable parents, students, and teachers to communicate more efficiently. Teachers have a webpage for every class in which they post course material, homework assignments, projects, course grade statistics and records of students' grades on quizzes, tests, class participation and homework assignments. Students and parents use confidential passwords to log on.

Families without home computers will be encouraged to come to the school and use one of the available computer stations. Classes are held at the school on how to use the portal as well as how to access it via free Internet access at public libraries if that is more convenient than coming to the school.

- The LEA will provide parents with access to literacy programs that bond families around reading and using the public library.
- The LEA will provide annual seminars on parenting skills and parent-child communication.
- The school's psychologist will work with parents to better understand their children and the issues facing them.
- The LEA will train parents how to tutor their children in the school.
- Individualized student and parent advisory sessions: Each of LEA teachers and mentors will be assigned to a small group of students. They will arrange two to four meetings at school during the school year to discuss their students' academic achievements.
- One-on-one meetings with the parents of academically low-achieving students to support the parent in providing the student the study environment he/she needs.

Education on Parent Involvement:

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

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

- Home Visits: Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, the LEA will use home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with low-achieving students.
- The LEA teachers will visit students at their homes to enhance student learning and involvement. Family visits offer invaluable insights about students. They can provide new understanding about students' learning styles. Visits might also reveal the emotional and social needs and behaviors of students. It is helpful to know if they react to problems with tears, anger, or withdrawal, and how they socialize with peers. Through family visits, teachers can identify students' latest interests or concerns, such as a new hobby, an upcoming trip, or a change in the family.
- A phone tree will be established where volunteers call all parents of participating students to solicit feedback and ideas for building ties between parents and the LEA, how to best communicate with parents and how to work with parents as equal partners.
- A survey will be sent home to parents of participating students that solicits information on what skills each parent has to offer the LEA and what types of parental involvement programs in which parents would most likely participate.

Other Optional Parent Participation:

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

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

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

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

School-Parent Compact:

At the beginning of each school year, the School will enter in to School-Parent Compacts with parents of participating children. The School-Parent Compact will outline how parents, the entire school staff and students will share the responsibility for improved student

academic achievement and the means by which the School and parents will build and develop a partnership to help children achieve the State's high standards.

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

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

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

- The LEA will hold regular meetings, and send notice of these meetings, for the purpose of formulating and responding to recommendations from parents of participating children.
- The LEA will provide language translators at parent meetings to the extent practicable.
- The LEA will schedule meetings to enable families to share information about culture, background, children's talents and particular needs for the schools.
- The LEA will provide parents of limited English proficiency with access to English as a Second Language (ESL) classes to increase their English language proficiency to assist their children with homework. The school's principal will visit the classes to interact with the parents.
- English Learner Advisory Committee: The English Learner Advisory Committee (ELAC) is mainly a committee of parents or other community members who want to advocate for English Learners. The committee provides parents of English Learners opportunities to learn more about the programs offered to their students and advises the principal and the School Site Council (SSC) on programs and services for English Learners.

State law mandates each school site with 21 or more students of Limited English Proficiency (LEP) in attendance, regardless of language, to form a functioning English Learner Advisory Committee (ELAC).

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

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

Notices:

In accordance with law, the LEA will provide the following notices to our parents:

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

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

As explained in Section "Parent and Family Engagement," MSA-1 parents and families are involved in the development of the LCAP Addendum, School Plan for Student Achievement (SPSA), and the LEA's Local Control and Accountability Plan (LCAP). On an annual basis, MSA-1 will submit California Department of Education ("CDE") –required plans to the Parent Council for review and suggested changes before appropriate plans are submitted to the authorizers and the CDE with the Consolidated Application. In addition, all parents of participating children will annually be invited to review the LEA's plans and submit comments.

All parents will be involved, to the extent applicable, in the process of school review and improvement. This includes disseminating the results of the local annual review of each school served under Title I, Part A to parents. In addition, the parents will be invited to annually review the effectiveness of the parental involvement policy and other Title I, Part A activities and provide comments to the LEA.

Programs:

MSA-1 will implement the Multi-Tiered System of Supports (MTSS) as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system to support students. The framework of MTSS utilizes high quality evidence-based instruction, intervention, and assessment practices to ensure that every student receives the appropriate level of support to be successful. A Multi-Tiered System of Supports align with the academic standards and behavioral expectations, in order to accelerate the performance of every student to meet and/or exceed proficiency.

To support students academically, social-emotionally and behaviorally, and create a climate of academic success, MSA-1 recognizes that we must address the needs of the entire child. Often, we focus on punitive and remedial practices, therefore, we may unknowingly reinforce unwanted and antisocial behaviors. MSA-1 implements a positive behavior support program. Program expectations require students to be Safe, Responsible and Respectful. The school tracks behaviors using a point system, to reward students for demonstrating positive behavior. Our school personnel (Dean of Academics/Department Chairs) lay a foundation to engage students and enhance learning. Our school community works together to establish agreed upon norms, build relationships, learn pro-social behaviors, improve academics and demonstrate a culture where adults encourage motivation and knowledge is co-constructed through multi-tiered systems of support.

MSA-1 has ability to quickly identify low-achieving students through frequent benchmark assessment and review of individual student data. Students who are achieving substantially below grade level are recognized through multiple measure assessments including in-class assessments, NWEA MAP assessments and other program data through ALEKS, Khan Academy, myON and StudySync.

MSA-1 utilizes data and progress monitoring to determine best practices to support student achievement. Teachers and student stakeholders are invited to meet with teachers to discuss possible intervention methods and learn how they can participate in helping with their child's education. Parent-teacher meetings at the school are followed by home visits as needed.

The intervention model that is written into the schedule for the MSA-1 program is flexible intervention that can be used with a variety of curriculum and varying schedules. MSA-1's principal approach is to intentionally build consistent math and ELA intervention time into the entire school schedule. A variety of implementations are used. Implementation strategies may include:

- Intervention block every day or 2-3 times per week (a student may have reading intervention on one day and math on the next)
- Intervention/Enrichment computer tutorials where the teacher can tutor selected students
- Specialist, instructional assistant, and volunteer support during intervention time
- Divide students up by need and send to different teaching team members for support during intervention blocks

During intervention teachers use educational materials that provide review, re-teach and enrichment programs. McGraw Hill's publisher resources, ALEKS, Curriculum Associates' Ready Common Core program, Kuta software, Khan Academy, Accelerated Reader and Accelerated Math program, Achieve3000, and Buckle Down allow teachers to monitor the progress of students who are achieving below grade level and provide software generated tests and personalized instructional materials based on CCSS and areas of growth. MSA-1 has Teacher Assistants on all levels to support overall achievement.

Tiered intervention implementation is outlined below. Student progress is closely monitored through a well-integrated system of instruction and intervention guided by student assessment data.

Intervention Cycle and Process

MSA-1 uses the following to inform, monitor, and implement response to intervention strategies:

- Historical student data
- Data related to SBAC results and Spring NWEA MAP data from previous year
- NWEA Diagnostic data
- Fall NWEA MAP
- Progress monitoring data
- Classroom Assessment Data
- SBAC Interim Data
- SBAC Interim Block Assessment
- SBAC Interim Comprehensive Assessment
- Spring MAP
- Winter MAP (optional)

Tier 1: High-quality instruction, progress monitoring, differentiated learning, group interventions, classroom accommodations

The RTI process begins at Tier 1 with high quality instruction and universal screening of all children within the general education setting. Through the use of formative assessments such as the MAP test, the school establishes a baseline to identify students who need additional support and struggling learners are provided classroom accommodations and differentiated instruction to meet their needs. Tier 1 academic supports include technology-rich instruction, progress monitoring, differentiated learning, group interventions and classroom accommodations. Using strategies and tools such as adaptive programs, NWEA MAP universal screening, Integrated and Designated ELD, Explicit Direct Instruction, and Culturally Responsive Teaching. Tier 1 behavioral and socio-emotional supports are centered around School-Wide PBIS, led by the Dean of Students. With clear expectations taught through a Life Skills course and etiquette program students earn rewards for desired behaviors. Assemblies, student surveys and our SSPT process encourage student participation and voice.

Within Tier 1, a student may receive the following supports:

- Adaptive programming in McGraw Hill's ALEKS and StudySync
- Khan Academy
- BrainPOP ESL
- Discovery Education
- myON
- National Geographic
- 1:1 devices

- Advisory/SSR

The length of time in Tier I interventions may vary, but generally does not exceed eight weeks. During that time, the school will continue to evaluate student progress based on interim data such as Smarter Balanced Interim Block Assessments, Comprehensive exams, and classroom assessments. At the end of this period, students showing significant progress are exited from interventions, while those needing more intensive supports are moved to Tier 2. A student success team is gathered to determine intensive support.

Tier 2: Targeted Interventions

Tier 2 focuses on targeted interventions to create a high-quality differentiated environment where students are supported to engage at their optimal levels. The school uses co-teaching strategies, and "Power" classes for mathematics and ELA intervention. Additionally, students with targeted needs receive tutoring, Saturday and Summer school instruction is available universally. When students are identified as needing additional support, restorative practices are utilized such as peer mediation, new-comer and behavior management support groups, community restoration assignments, goal setting and monitoring and Edge Coaching.

Students not making adequate progress with Tier I interventions are matched with more intensive academic and/or behavioral support based on their needs. These services are provided by general education teachers, math and literacy coaches, and special education teachers. In small groups and within the general classroom setting, students may access:

- Power Classes (Math and English)
- Co-taught classes
- Push-in support
- Before and after school tutoring
- SSR/Advisory

Pull out supports are utilized to support students who require additional academic support and the learning lab will be used.

Students receiving Tier 2 interventions may require a longer period of monitoring, however, it does not typically exceed a semester. Students who do not demonstrate progress are moved into Tier 3. While students who have shown significant progress are placed into Tier 1.

Tier 3: Intensive Interventions and Evaluation

Tier 3 assists those students in most academic need. Our schools have both push-in and pull-out services with specialists to ensure students' needs are met. Using of our Special Academic Instruction program, instructional aides, learning centers, and Saturday school we are able to help our most struggling learners close the achievement gap. Support for our exceptional learners include search and serve to meet their needs and an accelerated math pathway. Supports for behavior and socio-emotional are centered around restorative practices. Utilizing reflection committees, we determine the proper intervention for individual students. Using trauma-informed practices and socio-emotional wellness, these strategies and programs address the needs of all scholars including the most vulnerable, academically and emotionally unresponsive students.

In Tier 3 of the MSA-1's RTI program, students receive individualized, intensive interventions that target specific skill deficiencies that include:

- All Tier 2 interventions
- Push-in and Pull-out support: Education Specialists, Intervention Teachers, and Literacy Coaches provide push- in and pull- out support in core classes to learners receiving Tier 3 interventions. Support providers assist teachers in creating accommodations and differentiated learning experiences so that all students may access class materials. If it is deemed that students would benefit from further individualized support, they are pulled out for more intensive instruction.
- Study Skills classes: Study Skills courses are taught by Education Specialists as an elective course for students in need of additional support in note taking, organization, exam preparation, assignment completion, and time management.

- Instructional aides in the classroom: Instructional Aides support teachers with instruction by working individually with students, assisting in stations, clarifying instructions, and reteaching. IA's also provide behavioral support and reinforce the school's Positive Behavior Interventions and Support ("PBIS").
- Saturday School: Students assigned to Saturday School work with teachers on foundational skills related to their coursework.
- Learning Center: The Learning Center or Resource Classroom is designated as a space for both Special Education and General Education students to receive academic support from Education Specialists and Instructional Coaches. Students can complete assignments, test in small settings, use computers, and work with their peers on group assignments.

If the Student Success Team believes further intervention is necessary, then the student may be referred to special education or 504 services.

While Tier 3 students may access a variety of academic supports before and after school including tutoring, Saturday school, and teacher coaching, the majority of interventions are given throughout the school day to ensure that students receive the full benefits of their individualized instruction. Services in the learning center, push-in and pull-out assistance, instructional aides, and study skills classes are all provided to students during the school day.

Equitable Access to the Curriculum:

MSA-1 utilizes an instructional program that emphasizes equitable access to the curriculum for all learners, including students with disabilities. These include:

Co-Teaching/Push-in/Pull-out Support- MSA-1 supports its exceptional populations by utilizing multiple methods of providing special education services. MSA-1 fosters an inclusive model of education. As such, Professional Development in the area of co-teaching allows teachers to grow their ability to educate and service students of varying abilities. In order to effectively implement a co-teaching model, special education and general education teachers are given time to co-plan and develop lessons so that students are provided appropriate supports and accommodations. Students who require additional assistance, receive services in a push-in or pull-out model where they receive more individualized attention.

Additionally, the digital formatting of our McGraw Hill curriculum allows teachers to collaborate on unit and lesson plans to ensure that all students' accommodations and needs are being addressed. This system is setup such that all students attend every class. The Special Education teacher and various paraprofessionals provide instructional support within the general education setting. This allows for all student groups to be supported while participating in the least restrictive environment throughout the day.

Embedded Supports- In addition to the on-site staff coordinated by the Special Education and/or RTI Coordinator, MSA-1 contracts with an outside service provider to support children's learning needs, such as intervention specialists, speech and language therapists, and occupational therapists who work with teachers to provide the least restrictive and most accessible learning environment. Special education aides work directly in the classroom, providing customized support to students throughout the day, and are valuable members of the team.

Differentiated Instruction- Teachers at MSA-1 deliver a curriculum that is tailored to each student's interests and needs. This support includes accommodations, use of technology, and data-informed decisions, such as utilizing Lexile reading scores and bringing technology into the classroom.

Socio-economically disadvantaged/low income students:

The instructional design of MSA-1 addresses the needs of low-income and socio-economically disadvantaged students, who make up the overwhelming majority of our enrollment. Socio-economically disadvantaged students are identified through their participation in the Free and Reduced Lunch program. Counseling, intervention/remediation, individual tutoring and free eligibility to after school social, academic and athletic programs are some of the many programs that support our socio-economically disadvantaged students. Home visits, motivational guest speaker programs, parent meetings, university and college visits, and instructional field trips are planned to shape the educational vision of the student and the family. Socio-economically disadvantaged students have role models around them who will inspire motivation to focus on lessons and self-confidence with the discovery of their potential.

The Charter School administration ensures that these programs are available to all students, including socio-economically disadvantaged students, and works with the teachers and parents to encourage for student participation in these programs. The administration monitors the performance and progress of socio-economically disadvantaged students through the use of MSA-1's data cycle.

Annual Evaluation:

MSA-1 implements a schoolwide program where the comprehensive needs assessment is done and evaluated annually with our stakeholders based on many achievement and growth metrics, including CAASPP proficiency rates in ELA/Literacy and math, CA School Dashboard status and growth data, NWEA MAP growth data, student grades, and other assessments described in this section.

MSA-1, with the involvement of parents and our SSC, conducts an annual evaluation of the content and effectiveness of our schoolwide programs as well as our family involvement policy in improving the academic quality of the school under Title I, Part A, including identifying barriers to greater participation by parents in activities under ESSA. MSA-1 pays particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. MSA-1 will use the findings of such evaluation to design strategies for more effective parental involvement and to revise, if necessary, our family involvement policy. Please see section "Parent and Family Engagement" for more details.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

LEA is an independent, direct-funded charter school and it is a single-school LEA. MSA-1 Homeless Liaison shall ensure that:

1. Homeless students are identified by school personnel and through coordination activities with other entities and agencies.
2. Homeless students enroll in and have a full and equal opportunity to succeed at MSA-1.
3. Homeless students and families receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by MSA-1, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.
4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
6. Enrollment/admissions disputes are mediated in accordance with law, the MSA-1 charter, and Board policy.
7. Parents/guardians are fully informed of all transportation services, as applicable.
8. School personnel providing services receive professional development and other support.
9. The School Homeless Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the

Higher Education Act of 1965 and that the youths may obtain assistance from the School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

Homeless children and youth will be identified through:

1. The application process for enrollment (self- identification)
2. School personnel recommendations
3. Coordinated activities with other entities and agencies

MSA-1 will comply with all federal, state, county, and other data collections and reporting requirements regarding homeless children and youth.

In order to provide equal access to our school, the MSA-1 annual student recruitment plan shall include efforts to reach homeless families, children, and youth via free public events, community centers, and local homeless service providers. Homeless students may also be identified at the time of enrollment (through self- reports).

Homeless youth will not be discriminated against in the application process. Homeless children and youth will be allowed to apply for enrollment in accordance with current MSA-1 enrollment policies even if the parent/guardian is unable to provide the school with the records normally required for enrollment such as previous academic records, birth certificate, medical records, proof of residency, or other documentation. The MSA-1 designee shall immediately contact the school last attended by the student to obtain the relevant records. If the student needs to obtain immunizations or does not possess immunization or other medical records, the designee shall refer the parent/guardian to the homeless liaison. The liaison shall assist the parent/guardian in obtaining the necessary immunizations or records for the student.

In the case of an unaccompanied youth, the homeless liaison shall assist in the enrollment process. Unaccompanied youth shall be immediately enrolled if space is available even if unable to provide the school with the records normally required for enrollment (as above), and despite lack of parent or legal guardian's supervision or permissions, or "power of attorney" by supervising adult.

Any confidential record ordinarily kept by the school, including immunization or medical records, academic records, birth certificates, guardianship records, and evaluations for special services or programs, of each homeless child or youth will be maintained so that the records are available, in a timely fashion, when a child or youth enters a new school or school district.

Homeless students automatically qualify for free breakfast and lunch at MSA-1. Families do not have to fill out an application or provide proof of income. Homeless students will be added to the free meals program as soon as they have been identified.

Per the McKinney- Vento Act, LEAs must provide services to homeless children/youth that are comparable to those received by other students in the school selected, including transportation. In addition, schools must provide transportation for homeless students to and from their school of origin, if feasible.

MSA-1, where feasible, applicable, at the request of the parent/guardian and/or in the best interest of the homeless children and youth shall provide transportation to students experiencing homelessness to ensure the students are able to stay at MSA-1 for the duration of their homelessness. MSA-1 may work with the youth's district of residence or other agencies to provide transportation services.

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

(A) through coordination with institutions of higher education, employers, and other local partners; and

(B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LEA is an independent, direct-funded charter school and it is a single-school LEA serving students in grades 6-12.

Dual Enrollment:

MSA-1 provides a college preparatory educational program emphasizing science, technology, engineering, arts and math in a safe environment that cultivates respect for self and others. Through Honors courses, AP courses and dual enrollment courses, students who demonstrate high achievement, interest and/or ability are provided the opportunity for a rigorous learning environment. As we encourage our students to have an accredited college/university/post-secondary institution ("college") course-taking experience as early as possible, we also work with our students to ensure it is a successful one and that it complements the rigorous course schedule offered at MSA-1.

College Pathways Program:

MSA-1 upholds the belief that college is attainable through academic success and persistence. The MSA-1 College Pathways program provides students with the emotional and instrumental support students need to graduate college and career ready. By providing timely information and guiding students through the college application process, our College Counselor plays an integral role in nurturing students' college aspirations, supporting college preparation activities, finding best-fit colleges, universities and career programs, and advising students on how to make successful transitions from high school to their colleges of choice.

A distinguishing feature of our College Pathways program is the active participation of our students in the development and design of their future academic pathways. Our college counselor works individually with parents and students on a Four-Year Plan that outlines graduation requirements, tracks extracurricular and volunteer activities, and builds students' resumes in order to support them in the college application process. Special programming is offered to students to develop interests and build on skills needed for credentialing and certification for specific trades.

To enrich college-going activities, our College Counselor and students regularly visit college campuses, research requirements, and explore financial aid and scholarship options. College advising teams work together to track UC/CSU A-G requirement completion, credits completed towards graduation, scholarship eligibility, scholarship applications, Personal Statements, progress towards college application submission, and more.

Additionally, MSA-1 is invested in monitoring the postsecondary pathways of our graduates including the transfer, persistence, and completion trends across the spectrum of institutions including 4-year universities, 2-year colleges, trade/technical schools, and the military. Our alumni network is strong with students returning as tutors, mentors and contributors to our rich learning environment. By serving students as a tangible resource, the college mentorship program is able to greatly increase positive outcomes for our students.

Advisory Program:

Our students take Advisory all four years of high school. Each student works closely with their Advisory teacher to develop their Four-Year Plans, exploring and setting academic and career goals. Students take part in team building activities, community service opportunities and work on their high school portfolio. Advisory also provides curriculum to increase student knowledge and ability

in skills necessary for everyday living. The program emphasizes defining personal values, goal-setting and planning, making decisions and solving problems, evaluating information and dealing with media and peer pressure, communication and relationships, decision-making, wellness and personal safety, and contributing to your community.

College Readiness Course:

MSA-1 offers a college readiness course to all our juniors and seniors that focuses on preparing students to complete college applications by creating a portfolio that includes CSU Mentor High School Planner, UC/ Private School Personal Statement, EOP application, SAT/ACT registration and preparation, and FAFSA Forecaster.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

(A) assist schools in identifying and serving gifted and talented students; and

(B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LEA is an independent, direct-funded charter school and it is a single-school LEA serving students in grades 6-12.

MSA-1 may use Title I, Part A funds to support our GATE Program and School Library/Reading & Digital Literacy Skills Program as described below.

GATE Program:

MSA-1 is committed to supporting gifted and highly capable students in a safe, caring environment which promotes a college preparatory, STEAM education. Instructional programs for Gifted and Talented students are based on the core principles that all students have the potential to excel and should have the opportunity to develop their individual abilities, interests and potential. The purpose of the MSA-1 GATE program is not to simply identify the highest achieving students, but rather, identify students with exceptional abilities, those that go well beyond their peer group.

MSA-1's advanced academic programming serves students in grades 6-12 and offers highly challenging learning opportunities that adhere to our Core Values of Excellence, Innovation, and Connection. Educational experiences and are designed to meet the needs of advanced learners with an emphasis on innovation, critical thinking, and logical reasoning. MSA-1 serves GATE students through a number of delivery models and settings so that students obtain an optimal level of learning. These include, but are not limited to, Advanced Placement courses, Honors/Scholars classes, cluster groupings, acceleration (math, etc.), enrichment activities, independent studies, and group projects.

MSA-1's GATE identification procedures are equitable, comprehensive, and on-going. Assessments and recommendations for the program reflect best practices and are research-based. MSA-1 understands that examinations alone may not reflect the abilities of all students, as well as GATE students of diverse populations. Therefore, MSA-1 includes teacher and/or administrator recommendations as well as work samples in its identification process. In order to identify a student as gifted, evidence must be gathered relating to his/her ability to perform beyond chronological peers. Data should be broad enough to discover aptitudes across racial, ethnic, and economic groups.

School Library/Reading & Digital Literacy Skills Program:

All MSA-1 students participate in Sustained Silent Reading (SSR) for about half an hour day, every day. MSA-1 utilizes myON reader, a personalized, online literacy program that helps teachers manage and monitor a student's independent reading practice. myON is used as a reading intervention, as it generates book recommendations within each learner's target Lexile ranges. Accommodations such as audio narration to model reading fluency, highlighting text, and the use of embedded dictionaries, allow learners to develop academic vocabulary and reading fluency. Teachers have access to data related to Lexile levels which informs their teaching and supports differentiation. Once completed, the student is administered an online assessment which informs the teachers of the student's progress. If a student continues to struggle while reading at his or her level, additional interventions are implemented. All teachers use assessment results to inform Response to Intervention (RTI) strategies.

Besides online resources, MSA-1 also strives to provide a rich collection of texts through school and classroom libraries to support literacy instruction and academic achievement. Our teachers promote greater amounts of reading, increased reading frequency, and more diverse reading experiences among their students, thus helping them to attain greater levels of reading achievement.

Title I, Part A Use of Funds:

MSA-1 aligns its federally-funded programs with the priority goals of the school and such funds provide the opportunity to innovate. The planning process supports continuous cycles of action, reflection, and improvement. Through our information/input sessions including Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings, we have identified the following strategies and actions that we plan to use Title I, Part A funds to supplement our education program:

- Supporting teachers with their PD needs in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment; monitoring and evaluating teachers for their performance;
- Providing CCSS aligned ELA and math support and intervention to all students, including ELs and immigrant students, and monitoring student progress in ELA/Literacy and math as measured by the interim assessments (MAP, IAB, etc.);
- Promoting a college-going culture through dual enrollment, AP courses, college visits, and other college related activities;
- Providing students with a well-rounded education including programs such as health and physical education, arts and civics, GATE programs, school library/reading and digital skills programs, etc.;
- Supporting instruction with technology;
- Pursuing an integrated strategy to support the exchange of information, purposeful interaction, and meaningful participation between the school, families, and community partners to support student learning and achievement. This will include but not be limited to SSC, ELAC, and PTF meetings, parent activities/events, web portal, home-visits, and school experience surveys;
- Providing students with 4-year plans and support programs to ensure timely high school graduation;
- Implementing policies that encourage and support student attendance, positive student behavior and improvements.

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend**.**

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

MSA-1 conducts credential review as part of teacher hiring process and support our teachers' credentialing needs. We also annually review master schedule/teacher assignments to ensure compliance. We ensure that all teachers are supported with their credentialing needs and that they participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. MSA-1 also monitors and evaluates teachers for their performance.

MSA-1 monitors how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. The school leadership team makes daily classroom observations using the Magnolia Public Schools (MPS) teacher observation protocol which includes walkthroughs, informal and formal observations and formal evaluation.

MSA-1 evaluates teachers for their performance. We identify those areas the teachers need improvement to become more effective and efficient at their jobs and communicate with teachers about performance, mutually establish goals and identify actions for progress, and evaluate results. Evaluation results may be used as basis and documentation for performance pay, transfer, promotion, reassignment, or disciplinary action.

Professional development occurs both at the organizational level and school level. In addition to ongoing professional development activities that support efforts to increase student academic performance, MSA-1 provides all staff with multiple opportunities to grow professionally. MSA-1 assesses staff professional development needs through formal and informal performance observation and surveys. Based on these data and combined with the school improvement plan actions in our LCAP and SPSA, MSA-1 determines common staff development days, and tailors staff development to individual staff needs.

PROFESSIONAL LEARNING COMMUNITIES ("PLCS")

MSA-1 is organized into Professional Learning Communities by grade level and by department. PLCs seek to transform a school into a community that fosters mutual cooperation, emotional support, personal growth, and a synergy of effort. Combined with the school improvement plan actions in our LCAP and SPSA, the answers to the following questions are studied in PLCs:

- How do we ensure that students learn?
- How do we foster a culture of collaboration?
- How do we ensure results?

We use PLCs to:

- Clarify intended outcomes
- Develop common assessments
- Jointly analyze student achievement data
- Establish team improvement goals
- Share best practices and materials
- Engage in collective inquiry and action research regarding student learning
- Support system and sense of efficacy
- Promote more engaged, motivated, and successful students with reduced absenteeism
- Focus on students' needs academically and behaviorally

As an implementation of the PLC at MSA-1, all staff will read educational literature and make informed recommendations for school and system-wide improvement. The staff will produce an annual reading list recommended by the PLCs. The following literature will be on MSA-1's staff reading list: Alan Blankstein, Failure Is Not an Option: 6 Principles That Advance Student Achievement in Highly Effective Schools; Dr. Robert Marzano's Classroom Management That Works: Research-Based Strategies for Every Teacher; Carol Ann Tomlinson's How to Differentiate Instruction in Mixed-Ability Classrooms, and Doug Lemov's Teach Like A Champion.

SCHOOL-WIDE MEETINGS AND PROFESSIONAL DEVELOPMENT ACTIVITIES

Department Level Staff Meetings

All teachers meet departmentally every month to:

- Share Time: Presentation by a member on an effective classroom strategy
- Vertically align curriculum
- Analyze student achievement data (NWEA MAP, CAASPP, ELPAC, grades)
- Improve instructional strategies per data indicators
- Differentiate instruction
- Plan major departmental events
- Discuss other departmental issues and policies

Department Chairs are responsible for minutes and forwarding action items to the appropriate administrative leaders.

Grade Level Staff Meetings

Grade level teachers meet once a month and collaborate on the issues below:

- Classroom strategies
- Sharing promising practices
- Curricular and academic issues (grading uniformity, homework load, differentiation, and other academic issues)
- Support for students with academic challenges (IEP, 504, RTI, SSR, Accelerated Reader, Accelerated Math, Tutoring)
- Discussion of student academic supports (peer tutoring, mentorships)
- Long-term projects (science fair projects, English & history & math projects)
- Integration/thematic units/horizontal alignment of the curriculum
- Field trips
- Discussions and strategies for students with behavioral problems
- School/grade level wide incentive programs
- Other common grade level and school wide issues

Grade Chairs are responsible for minutes and forwarding action items to the appropriate administrative leaders.

Wrap Up Meetings

MSA-1 staff participates in end-of-the-year meetings to focus on evaluation of student achievement data, effectiveness of the programs such as testing, curriculum, and intervention programs, counseling, after school, and other school matters. These meetings help staff prepare a professional learning plan for themselves and review what worked well during the school year. These plans and feedback are addressed in the summer in–service program.

Summer In-Service Programs

MSA-1 holds orientations and trainings for both new and veteran teachers to familiarize them with policies and procedures regarding the Charter Schools' operations, and the academic and education program goals for the year. A teacher workshop/summer in service program is held in August for about two weeks. The program consists of at least four days of intensive training, after which teachers continue their studies at their school sites and communicate with each other via grade level and subject area email groups.

Peer Observations

MSA-1 believes that every effective teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally. Therefore, each teacher is required to make monthly class visits to other teachers' classrooms to observe effective strategies and reflect on his/her observations by using peer observation beneficiary forms. These forms are used to create a professional development plan for individual growth.

Formal Observations/Evaluations

All teachers are observed in the classroom by department chairs and the administrative team (Dean of Academics, Principal and Chief Academic Officer). A rubric guides observation and allows for the development of constructive feedback. MSA-1's formal teacher evaluation program is comprehensive and includes an evaluation of academic performance of their students. All teachers are evaluated annually. A pre-conference and post conference are scheduled for each of the evaluation.

Walkthroughs

MSA-1 administration/Department Chairs make regular walkthroughs in each teacher's classroom. This quick and informal visit provides teachers immediate and constructive feedback in specific areas to improve instruction and student learning.

Beginning Teacher Support and Assessment Program ("BTSA")

MSA-1 provides new teachers with BTSA, a two-year program that provides beginning teachers with collegial support, guidance, professional development, motivation to continue in the profession, and training. It links college level teacher preparation with classroom application.

Ongoing Professional Development Program for Special Education

MSA-1 conducts ongoing in-services for special education. During the August in-service training a specialist trains our entire staff about services and programs related to students with learning disabilities. MSA-1's special education teachers train the staff on the IEP documentation and how to implement accommodations and modifications in a general education classroom. Our special education teachers attend workshops and trainings provided by the District/County and SELPA and attend a resource conference to hear from additional experts in the field of special education. In addition to the August sessions, MSA-1 conducts quarterly training sessions about special education. Special education teachers and paraprofessionals who are authorized to handle crisis situations and physically restrain students will complete specialized training in behavioral interventions, such as Crisis Prevention Institute ("CPI"), prior to placement in the classroom.

SUPPORT FOR SCHOOL ADMINISTRATORS

Magnolia Public Schools (MPS) Home Office holds monthly day-long meetings for school administrators (principals and deans) where principals and deans are trained by the Home Office support staff on leadership, academics, accountability, school operations, finance, HR and other matters. These meetings create medium for best practice sharing, collective brainstorming, problem-solving as well as data analysis and specialized training. Based on a needs-assessment of the administrators, the deans meet with their principals and principals meet with the Home Office c-level team to set 2-3 professional development goals for the year in August, followed by a mid-year progress check in January and an end-of-year progress meeting in May. Individual needs and professional development goals drive the professional map at MPS. The CEO, COO, CAO, CFO, and the Chief Accountability Officer provide weekly online check-in sessions, monthly in-person trainings at the Home Office, and biweekly mentoring sessions on-site.

TUITION REIMBURSEMENT

MPS provides all employees with professional development opportunities to increase the effectiveness of their performance in their present positions, and to obtain skills, knowledge, and abilities which may improve their opportunities for advancement within the Organization. There are four types of programs covered under the Tuition Reimbursement policy which include sample recommended job-related certifications and programs. Category 1 includes teaching related certification/career development programs; Category 2 includes administrative related certification/career development programs; Category 3 includes job-related master's degree program; and Category 4 includes job-related doctoral degree programs. Sample Category 1 programs include:

- CCTC approved teacher credentialing programs (at a college or university, through college/university internship, district internship, etc.)
- CCTC approved subject-matter preparation programs
- BTSA induction programs
- English Learner Authorization/CLAD certification
- National Board certification
- Undergraduate/graduate level academic courses not leading to a degree program
- Other programs if approved by the MPS Home Office

Sample Category 2 programs include:

- Administrative services credential
- College counseling certification
- Behavior intervention specialist certification
- CBO certification
- SHRM certification
- Project management certification
- IT certification
- Undergraduate/graduate level academic courses not leading to a degree program
- Other programs if approved by the MPS Home Office

As described above, MPS and MSA-1 will continue to provide systems of professional growth and improvement and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and it is a single-school LEA.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

MSA-1 firmly believes that teacher quality is the most important variable in increasing student achievement. The evaluation process helps the teacher and the school administrators build on the strengths of the teacher and identify those areas the teacher needs improvement to become more effective and efficient at his/her job. Performance evaluation allows the school administrators and the

teacher to communicate openly about performance, mutually establish goals and identify actions for progress, and evaluate results which may provide a basis and documentation for transfer, promotion, reassignment, or disciplinary action.

The Evaluation Process

MSA-1 will use multiple measures in order to make a reliable teacher evaluation. These measures include (1) Teacher Performance on the MPS Framework for Teaching, (2) Teacher Professional Qualities, Dispositions, and Responsibilities, (3) Student, Parent, and Staff Voices, and (4) Student Performance. Using multiple measures will provide for better insight and reliability than using only one measure.

Standards in the MPS Framework for Teaching involve teaching processes and teaching outcomes and are the basis for classroom observation evaluations. The annual evaluation process involves frequent informal classroom observations and feedback for the teacher, a formal observation cycle, collection of evidence to foster collaboration with the teacher, and goal setting and monitoring. This process is supplemented by assessment of teacher's professional qualities, dispositions, and responsibilities, student and parent feedback through surveys, and student performance data. Numerous academic studies confirm the long-held belief that teacher quality is one of the greatest determinants of student achievement. By incorporating student performance into teacher evaluation, MSA-1 wants to keep ongoing student performance discussions with the teacher. MSA-1 will use the following weights for each measure to determine an end-of-year overall rating.

- Teacher Performance on the MPS Framework for Teaching: 55%
- Teacher Professional Qualities, Dispositions, and Responsibilities: 10%
- Student, Parent, and Staff Voices: 15%
- Student Performance: 20%

Evaluators will use the weights (percents) established above for each measure of teacher evaluation and the final score earned by the teacher on each measure to calculate an end-of-year overall performance score of the teacher. Depending on the overall performance score, the teacher will receive an end-of-year overall evaluation rating of 1 (Ineffective), 2 (Developing), 3 (Effective) or 4 (Highly Effective).

Teacher Performance on the MPS Framework for Teaching

MPS Framework for Teaching is based on research in educational psychology and cognitive science, as well as best practices in the field. The standards involve teaching processes and teaching outcomes and are the basis for classroom observations and evaluations. The framework provides a foundation for professional conversations among practitioners as they seek to enhance their teaching skills. It may also be used organization-wide as the foundation of mentoring, coaching, professional development, and teacher evaluation processes, thus linking all those activities together and helping teachers become more thoughtful practitioners. Developing a common understanding of the framework is critical; therefore, MSA-1 trains all teachers, school administrators, and staff on the MPS Framework for Teaching.

The annual evaluation process at MSA-1 involves frequent informal classroom observations and feedback for the teacher, a formal observation cycle, collection of evidence to foster collaboration with the teacher, and goal setting and monitoring. MPS will use on online tool to record and share classroom observation notes, feedback, evidence, forms, evaluation results, and all other related documentation. The tool can be used by both the teacher and the observer or evaluator in respect to their roles. Teachers are encouraged to conduct peer observations. Informal observations can be conducted by the school administrators as well as instructional coaches, department chairs, MPS Home Office support team, and other professionals. Informal observations are mainly conducted for the purpose of providing focused, constructive, and critical feedback to the teacher aimed at improving teaching, or sometimes, just for learning from the observations. While formal observations also provide feedback and guide coaching of the teacher like the informal ones, they form the basis for evaluation of job performance evaluation and are conducted by the school administrators.

The teacher being evaluated will take the lead in conducting the evaluation process through the use of self-assessment, reflection and by gathering evidence for teaching practice. The evaluator will conduct classroom observations to collect evidence on specific standards. Collaborative use of evidence and reflection will provide a basis for self-assessment, goal-setting, professional development, and

demonstration on specific standards and expectations. The evaluator and the school administrator will meet mid-year to discuss progress toward annual goals, and if necessary, any adjustment to action plans. The evaluator and the administrator will meet toward year-end to discuss progress or completion of goals and possible new goals for the next school year.

After completion of the evaluation process, each teacher will receive a rating of 1 (Below Standard), 2 (Approaches Standard), 3 (Meets Standard) or 4 (Exceeds Standard) for each standard on the MPS Framework for Teaching. Besides rating (1) Teacher Performance on the MPS Framework for Teaching, the evaluators will also score (2) Teacher Professional Qualities, Dispositions, and Responsibilities, (3) Student, Parent, and Staff Voices, and (4) Student Performance. The final score and the weight for each measure will be used to calculate an end-of-year overall performance score of the teacher. Depending on the overall performance score, the teacher will receive an end-of-year overall evaluation rating of 1 (Ineffective), 2 (Developing), 3 (Effective) or 4 (Highly Effective).

Classroom Observations

Classroom observations are at the heart of a teacher evaluation system. These observations have potential to identify strengths and address specific areas for growth in teachers' practice. The following are important to consider in order for observations to become a fair and reliable tool:

- Focus of the observation
- How evidence is collected
- How evidence is interpreted against performance ratings
- How observations and feedback are shared

MSA-1 uses two types of observations that work in collaboration:

Informal Observations/Walkthroughs:

- Are conducted minimum six (6) times a year per teacher (Recommended: every other week)
- Are 10-15 minutes in length
- Are unannounced
- Focus on specific standard or element (While not opposing the idea that observation can focus on any identified area for growth at any time of the year, MPS recommends an organization-wide schedule as outlined below.)
    - August-September: Domain 1: Learning Environment (Standards 1 & 2)
    - October: Domain 2: Planning & Preparation (Standards 3 & 4)
    - November-January: Domain 3: Instruction & Assessment (Standards 5, 6, & 7)
    - January-March: Domain 3: Instruction & Assessment (Standards 8 & 9)
    - April-June: Standards 8 & 9, and other identified areas for growth unique to each teacher
- Result in bite-sized feedback to the teacher (Recommended: Feedback on both strengths and areas for improvement; leverage questions, if applicable; notes about what worked best and what could have been done differently and why; and some targets for improvement, if applicable.)
- Connect to the teacher's goals, if applicable
- Guide the coaching work of the school administrator
- Can also be done by peers (Recommended: at least two peer-observations per year by each teacher)
- Are recorded on the "MPS Classroom Observation Form"

Formal Observations:

- Are conducted once a year per teacher (Can be conducted more for teachers who are new at MPS or have ratings of 1 or 2 on any standard)
- Take full class period
- Scheduled

- Have three parts called the “Formal Observation Cycle”: Pre-Observation Conference, Formal Observation, Post-Observation Conference.
- Are recorded on the “MPS Classroom Observation Form” and rated on the “Post-Observation Reflection Form.”

Evidence Collection:

Formal Observations need to capture evidence of everything that is happening in the classroom, both verbal and non-verbal: What was the teacher doing and saying? What were students doing and saying? What were the tasks? What interactions took place between and among the students and the teacher? There are typically four types of evidence the evaluators can collect during an observation:

- Verbatim scripting of teacher or student comments
- Non-evaluative statements of observed teacher or student behavior
- Numeric information about time, student participation, resource use, etc.
- An observed aspect of the learning environment

High quality evidence is important in fostering collaboration with the teacher. The evaluators need to be cautious in collecting evidence rather than recording their opinions. The following are some differences between opinion and evidence, respectively. Subjective vs. objective; ambiguous vs. unambiguous; may include value judgment vs. free of value judgment; draws conclusions, makes inferences or guesses vs. makes observations; summarizes teacher practice vs. gives proof of teacher practice.

Student, Parent, and Staff Voices

Research into teaching effectiveness indicates that student, parent, and staff voices play a powerful role in helping schools and districts learn how to improve teaching. Surveys have been the primary means of collecting student, parent, and staff voices about effective teaching. MSA-1 uses an online platform to provide students, parents, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and students’ own strengths and weaknesses. MSA-1 believes that student, parents, and staff have an essential role to play in informing school climate and teaching effectiveness: this feedback instrument provides teachers and other employees with valuable data about how students see their classes, how much parents are involved, and how to facilitate improvement.

Student Assessments at MSA-1

As explained in Standard 7 of the MPS Framework for Teaching, “Teachers are expected to use formative and summative assessment strategies to monitor student progress and to adjust instruction in order to maximize student achievement.” The measures that are used to assess student progress include all state-mandated standardized tests such as the Smarter Balanced Summative Assessments. MSA-1 also uses the Smarter Balanced Interim Assessments which are designed to support teaching and learning throughout the year; and the Digital Library, designed to support classroom-based formative assessment processes. MSA-1 administers both the Interim Comprehensive Assessments (ICAs) and Interim Assessment Blocks (IABs) to assess student learning and inform instruction during the year. The Smarter Balanced Interim Assessments are specifically designed to provide the following:

- Meaningful information for gauging student progress throughout the year toward mastery of the skills measured by the Summative Assessments
- Assessments of the CCSS, which can be used at strategic points during the school year.

MSA-1 teachers also have access to publisher or third-party-provided assessments, such as McGraw Hill, Illuminate, Accelerated Reader, and MAP. MSA-1 utilizes computer adapted MAP testing to measure student progress three times a year. Teachers also, with the help of published materials, create standards-aligned formative assignments and tests that are evaluated using rubrics.

Assessments at MSA-1 are not tests only. As detailed in Standard 7, MPS teachers are expected to use a variety of formative and summative assessments that are valid and reliable measures of student achievement. (Ex: performance assessments, portfolios, etc.) Assessments are expected to be aligned with learning objectives. (Ex: Unit assessments are aligned with unit standards and learning objectives.) At MSA-1, teachers provide students with choices of ways to demonstrate learning and students participate in the development of their learning outcomes. Teachers use summative assessment results to plan next units and redeliver instruction.

MSA-1 teachers are expected to closely monitor all students' progress toward meeting student learning outcomes. Teachers use technology, as appropriate, to conduct data analysis and communicate assessment results and student growth to all stakeholders (families, colleagues, administration, etc.) Teachers review summative assessment results with students, and students are involved in self-assessment, goal-setting, and monitoring progress.

Using Student Performance as a Measure of Employee Evaluation

MSA-1 continually strives to develop and refine its Student Performance metric for the purpose of measuring student achievement and growth at our school sites, as well as to inform teacher effectiveness. State and local accountability indicators along with interim and summative assessments provide valuable data on student performance and progress. MSA-1 also recognizes that a variety of assessments can and should be used to measure student progress, such as performance assessments and portfolios. As such, MSA-1 considers using a thoughtful combination of interim and summative assessments and state and local indicators, as well as student work. MSA-1 needs to make sure that Student Performance data used is of high quality as agreed by all stakeholders. While evidence of Student Performance will be collected and analyzed during the evaluation process, developing and refining a definite Student Performance metric in each subject area is an ongoing process that involves the collaboration of all our stakeholders. For practical calculation purposes and the fact that the CA School Dashboard provides performance levels for all students and for student groups on the state indicators, MSA-1 will use the state indicators as its Student Performance metric unless a different metric is identified and agreed upon. MSA-1 will base 20 percent of end-of-year overall evaluation on Student Performance.

Ongoing Consultation to Support Continuous Improvement

As explained above in detail, MSA-1 uses a variety of data and ways to assess the effectiveness of professional development activities and teacher effectiveness, including but not limited to, informal observations/walkthroughs, formal observations, student, parent, and staff voices, student achievement data, and teacher self-assessment. The coaching/mentoring process that involves goal-setting, progress monitoring, periodic observations, feedback, reflection, peer observations and mentoring is geared toward creating an individualized professional growth plan and support system for each of our teachers and administrators. As also explained Section "Professional Growth and Improvement," MSA-1 will continue to provide all employees with professional development opportunities to increase the effectiveness of their performance in their present positions, and to obtain skills, knowledge, and abilities which may improve their opportunities for advancement within the Organization through PD, induction, certification and other programs that are funded by various sources, including Title-II.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Professional development for teachers of English Learners will be extensive and ongoing at MSA-1. Professional development specific to ELs will endeavor to improve ELD instruction, facilitate the ability of teachers and school leaders to successfully implement the EL program, and help improve English language proficiency and subject matter knowledge of ELs.

(Note: Magnolia Public Schools (MPS) receives Title III, Part A funds as a consortium of 10 Magnolia Science Academies, of which Magnolia Science Academy-1 is the lead member school. The MPS EL Coordinator of the Consortium serves all 10 school sites.)

Effective professional development will include:

- An ELD workshop for teachers at the Summer In-Service.
- An overview of the EL Master Plan, including program placement, progress monitoring, and reclassification, presented to all staff.
- Sessions dedicated to English Language Development (ELD) training for teachers at the annual Fall and Spring Teacher Symposiums.
- ELD training and shared best practices at least once per month at the school-site level staff meetings.
- All core teachers will attend at least one third-party ELD training (this may be done off or on site; for example, attend a workshop offered by the county office, or hire a consultant to present to the staff on site).
- The MPS EL Coordinator will regularly attend high-quality professional development workshops and conferences, including a monthly Bilingual Directors' Meeting at the Los Angeles County Office of Education, and share resources and information with teachers and school leaders at MSA-1.
- When possible, MSA-1 EL Coordinator will attend professional development sessions and meetings with the MPS EL Coordinator.
- The MPS EL Coordinator will host two (one per semester) trainings/meetings for the site-level EL Coordinators. These meetings will review ELD strategies, best practices, an assessment of EL data at each school site, and evaluate the effectiveness of the EL program.
- Regular updates regarding ELs and ELD will be provided to all MPS principals and deans during monthly meetings at the Home Office.
- The MPS EL Coordinator and MPS Math Coach will provide a workshop to math teachers that will support EL access across the curriculum.
- The MPS EL Coordinator and MPS Student Services director will provide resources to help teachers and school leaders support dually identified students.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Immigrant Identification Policy and Procedures:

MSA-1 will identify immigrant children and youth by asking the following questions in our Home Language Survey during enrollment:

- Student's Birth Place (including the City, State, and Country)
- Date Student First Attended School in the U.S.
- Date Student First Attended School in California

In addition to the Home Language Survey, MSA-1 will use information collected through birth certificates and any available CALPADS and school records to check if the following criteria are met in order to identify immigrant children and youth:

- is aged three through twenty-one;
- was not born in any state (each of the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico); and
- has not been attending any one or more schools in the United States for more than three full school years (20 USC § 7011[5].)

Although many immigrant students are English language learners, this is not always the case. Students who meet the definition of "immigrant" above will be reported in CALPADS and school records regardless of their primary language or language proficiency level.

Services and Activities for Immigrant Children and Youth:

The following are some of the supplemental services and activities MSA-1 will provide our immigrant students with, depending on the immigrant students' needs and the population size:

- Family literacy, parent and family outreach, and training activities designed to assist parents and families to become active participants in the education of their children, including home visits to the families and trainings on the student information system and introduction to the educational system and civics education;
- Language acquisition programs; primary language assessments and support, as needed (e.g., Ballard & Tighe); academic vocabulary development (e.g., Kate Kinsella workbooks);
- Additional tutoring for newcomers in core subjects and electives;
- Counseling and mentoring services;
- Translation services for parents and students.

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

CORE Program - SEI Program

EL Program Overview: All English Learners at MPS schools receive both integrated and designated English Language Development, that is supported by high quality curriculum, monitoring, professional development, coaching, and assessments. Depending on the student's language proficiency level and grade level (determined by the ELPAC), an EL student may receive designated ELD in a full hour class (will not interfere with college requirements), 25-minute class, or during their ELA class. MPS schools use the McGraw Hill ELA curriculum (Wonders for elementary and StudySync for secondary) which have integrated and designated strategies and lessons built in. Integrated ELD is provided in all classes, and teachers are trained to utilize strategies such as SDAIE and the CHATS Framework. (Supplemental - the training for the modeling and implementation comes from Title-III, Part A funds.)

The CHATS framework is made up of components that are broken up into five areas around the acronym: C – Content Reading Strategies; H – Higher Order Thinking Skills; A – Assessment; T – Total Participation Techniques; and S – Scaffolding Strategies. This framework is designed to work in mixed, multilingual classrooms and the corresponding book (available to all MPS teachers) provides resources and examples of how teachers can use each component in their planning. Additionally, all MPS schools have also adopted a literacy program designed to encourage students to read and help students build their comprehension and vocabulary skills. Currently, our schools are using either the Accelerated Reader Program or the myON Reading Program.

As part of the English Learner program, MPS collects students' language proficiency scores, state assessment scores, and MAP scores, along with teacher feedback in order to monitor student progress towards successful reclassification. ELD teachers, coordinators, and school leaders (deans of academics) meet at least once per month to review English Learner student data and address any areas of need. All data is collected and monitored through Illuminate, our data management system. The MPS EL Coordinator follows up with each site regarding regular EL student monitoring and provides intervention and organizational support as needed. In addition to the monthly meetings designed to address English Learner progress, weekly professional development meetings are held at each school site. During these meetings, student achievement across all grade levels and sub-groups are assessed and discussed. Our principals, deans, and teachers closely monitor all students during development meetings in order to provide additional academic support and assess academic progress and programs in all subject areas.

Although the EL Coordinator's primary duty will be to provide the supplemental services outlined below to ELs, the EL Coordinator will also work with the Chief Academic Officer, on-site EL Coordinators, and Office Managers to support schools with accountability. Some examples of how the consortium will hold member schools accountable are:

- Create Title III folders for each school site with a calendar of notifications, procedures for notifying parents of ELs, certifications for notices mailed and data reported, attendance sheets for PD and parent meetings/workshops, etc. The MPS EL Coordinator will work with school leadership and on-site ELD Coordinators to ensure that folders are maintained and updated.
- The executive office manager will ensure and certify the timely submission of all CALPADS data pertaining to ELs.
- School leadership will certify the timely submission of all Title III notifications mailed to parents of ELs.
- The consortium EL Coordinator will work with site-level coordinators to conduct walk-throughs of classrooms to ensure program fidelity.
- The consortium EL Coordinator will support site-level coordinators and teachers with progress monitoring of ELs and provide a framework for progress monitoring.

Authorized activities chosen by the LEA relating to supplementary services as part of the language instruction program for English Learner students: In order to most efficiently utilize Title III funds within the consortium, an English Learner (EL) Program Coordinator has been hired to provide direct, supplemental services to English learners and teachers of English language learners at all consortium-member schools (10 in total). The EL Coordinator will support implementation of the LEA's EL Master Plan and program, as well as ensure that all appropriate ELL services are being delivered at each member school. Specifically, the EL Coordinator will provide the following services to member schools:

- Maintain, evaluate, and improve the EL Master Plan and EL Program based on the observations, data, and feedback from each member school.
- Provide coaching, and professional development to all teachers of English learners (for example, provide integrated and designated ELD support, teacher training, coaching on SIOP, CHATS, and SDAIE strategies, and model push-in support).
- Conduct lesson demonstrations and classroom observations/walk-throughs in order to help improve instruction delivered to ELs.
- Help teachers monitor the progress of ELs and reclassified students and create appropriate interventions and action plans as needed.
- Assist site-level coordinators and staff with the development of action plans and appropriate supports for Long Term English Learners and Newcomers.
- Lead and train ELD Coordinators at each school site, including facilitate team meetings as well as coordinate the EL program strategic planning process.

- Oversee the adoption and implementation of the ELD curriculum.
- Attend ELL-related professional development and share resources and best practices with teachers and school leaders.

The MPS EL Coordinator will provide services in a percentage of time proportional to funding. A Personnel Activity Calendar/Report will be maintained by the MPS EL Coordinator.

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

(A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and

(B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Please see Program Overview above in section "Title III Programs and Activities" for a detailed discussion of integrated and designated ELD, curriculum, and progress monitoring.

EL students are carefully monitored by both site-level EL Coordinators and the MPS EL Coordinator. Academic data will be regularly assessed to determine if intervention is needed, and appropriate action plans will be created that involve students, coordinators, teachers, deans, and parents. Reclassified EL students will also be monitored for a period of four years (where applicable) following their reclassification.

The Consortium EL Coordinator will work directly with teachers of ELs, on-site EL Coordinators, and school leaders to ensure that the consortium's curriculum, revised EL Master Plan, and Title III Plan are implemented consistently and with fidelity. This will include relevant professional development, teacher training, lesson demonstrations, classroom observations, and teacher coaching that will help improve instruction for English Learners and improve achievement objectives. The Consortium EL Coordinator will also work with school leaders to address areas of need and growth as measured by accountability measures.

The MPS EL Coordinator will visit schools on a rotational basis, and with site-level coordinators, use the MPS ELD observation template to conduct regular assessments of integrated and designated ELD across the core curriculum. This template will allow coordinators to provide appropriate coaching and feedback to teachers, as well as strategies for improving ELD instruction and engaging English Learners.

The ELD program will be regularly assessed for effectiveness and will include feedback from all stakeholders. Program feedback will be collected during leadership meetings and EL Coordinator meetings.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

(A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;

(B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;

(C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;

(D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and

(E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LEA is an independent, direct-funded charter school and it is a single-school LEA receiving an allocation below $30.000.

MSA-1 has identified the following strategies and actions that we plan to use Title IV, Part A funds to supplement our education program:

- MSA-1 will provide students with a well-rounded education including programs such as health and physical education, arts and civics, etc.
  - o In an effort to provide well-rounded education to our students, MSA-1 will strive to offer additional programs such as elective courses, clubs, health and physical education, arts, and civics;
  - o MSA-1 will strive to provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, and community service programs;
  - o MSA-1 will seek partnership opportunities with local universities and organizations to provide part of the programs mentioned above (health education, arts, civics, field trips, internships, community service programs, etc.)
- MSA-1 will provide students with STEAM focused programs such as science fairs, advanced math courses/clubs, and engineering activities:
  - o MSA1-1 will design its master schedule to include Accelerated and Advanced math classes/clubs;
  - o MSA-1 teachers will mentor students with STEAM focused projects, experiments, models or demos in their classes;
  - o MSA-1 will design and implement engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, and Project Lead the Way (PLTW) programs;
  - o MSA-1 will seek partnership opportunities with local universities and organizations to provide part of the programs mentioned above (mentorship to our students, PLTW, Los Angeles County Office of Education (LACOE) partnership for STEAM related programs, etc.)
- MSA-1 will ensure that technology supports instruction.

- MSA-1 will assure that students have physical access, support, and time to use classroom, school, and community resources, including instructional materials and technology;
- Teachers will use accessible technology tools and other resources on a regular basis to engage and enhance learning and to differentiate instruction to meet the needs of every student. Teachers will effectively use challenging resources that are mentally, visually, aurally, and kinesthetically stimulating. (Ex: internet, PowerPoint, interactive white boards, document camera, multimedia, educational software, interactive games and simulations, apps, class website, lab materials, manipulatives, assistive technology, etc.)
- Teachers and students will keep up to date with technology and blended learning practices. Teachers will model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law and student maintaining internet security. Teachers will provide resources and instructional materials that require cognitive engagement. Students will choose, adapt, or create materials to extend learning.

- MSA-1 will provide students with 4-year plans and support programs to ensure timely high school graduation. Charter School will implement policies that encourage and support student attendance, positive student behavior and improvements. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.

- MSA-1 will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation and satisfaction of UC/CSU requirements;
- MSA-1 will implement restorative practices and Positive Behavioral Interventions and Supports (PBIS);
    - MSA-1 will implement restorative practices, PBIS, and alternatives to suspension.
    - MSA-1 will implement a positive behavior reward system and use its SIS for monitoring it.
- MSA-1 will offer Life Skills program to supplement instruction;
- MSA-1 will connect students and families with resources for social-emotional and behavioral support;
- MSA-1 will seek partnership opportunities with local universities and organizations to provide part of the programs mentioned above (Los Angeles County Office of Education (LACOE) partnership for PBIS, behavior counseling and coaching support, etc.)

MSA-1 aligns its federally-funded programs with the priority goals of the school and such funds provide the opportunity to innovate. The planning process supports continuous cycles of action, reflection, and improvement. We have identified the above-mentioned strategies and actions that we plan to use Title IV, Part A funds to supplement our education program through our information/input sessions including PTF meetings, SSC meetings, ELAC meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings. We will continually monitor implementation of the selected strategies and actions and reflect on their effectiveness; we will continue to inform our stakeholders and involve them in the cycles of planning, action, reflection, and improvement.

Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum Template

LEA name:

Magnolia Science Academy-2

CDS code:

19-10199-0115212

Link to the LCAP:

(optional)

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A

Student Support and Academic Enrichment Grants

*(**NOTE:** This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

Title I, Part A; Title II, Part A; Title III, Part A; Title IV, Part A

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

The MSA-2 LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. It provides us with an opportunity to share MSA-2's story of how, what, and why programs and services are selected to meet our local needs.

The Charter School LCAP committee, which includes the School Site Council (SSC) and other stakeholders, reviews input from all stakeholders and available data through surveys and student performance data. Based on stakeholder input and data (CA School Dashboard data, interim student assessment data, survey results, etc.), we reflect on our existing LCAP actions/services and measurable outcomes, continue or modify them for improvement, and we also plan for new actions and services as the needs arise.

The following are highlights from our LCAP and the strategies and actions that we plan to use federal funds to supplement our education program within the context of the LCAP actions and services.

LCAP Planned Actions/Services:	Strategy/Activity to Be Supported by Federal Funds within the Context of the LCAP Actions/Services:
▪ Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance. ▪ Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials. ▪ Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of	▪ Charter School will ensure that all teachers are supported with their credentialing needs and that they participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. Charter School will also monitor and evaluate teachers for their performance. ▪ Charter School will monitor how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. Charter School leadership team will make daily classroom observations using the MSA-2 teacher observation protocol which includes walkthroughs, informal and formal observations and formal evaluation.

standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom visits.	▪ Charter School will evaluate its teachers for their performance. Charter School will identify those areas the teachers need improvement to become more effective and efficient at their jobs and communicate with teachers about performance, mutually establish goals and identify actions for progress, and evaluate results. Charter School may use evaluation results as basis and documentation for performance pay, transfer, promotion, reassignment, or disciplinary action. **Rationale/Evidence:** To increase teacher effectiveness to improve teaching and learning in the classroom based on teacher PD needs assessment and evaluations.
▪ Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. ▪ Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.	▪ Charter School will provide CCSS aligned ELA and math instruction and ELD instruction, support and intervention to ELs and immigrant students, and monitor student progress in ELA/Literacy, math, and ELD as measured by the MAP tests and other assessments. ▪ The EL program coordinator sponsored by the Title III consortium lead will monitor MSA-2 protocol for teacher observation and feedback regarding the implementation of the ELD program monthly. ▪ The EL program coordinator sponsored by the Title III consortium lead will evaluate the EL services at the school at least semesterly. **Rationale/Evidence:** To provide necessary support to meet the unique needs of our ELs and immigrant students in attaining language and academic proficiency. (Based on ELAC input, the CA School Dashboard EL student group data as well as internal assessments.)
▪ During the day, Charter School will provide additional supports and interventions to all students, including ELs. ▪ Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. ▪ Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.	▪ Charter School will select a research-based reading intervention and math program that targets the individual literacy needs of struggling students and English Learners and includes ongoing assessments of student growth. ▪ Teachers and the leadership team will monitor student progress in ELA and math as measured by in-class/benchmark assessments, MAP and IABs. **Rationale/Evidence:** To provide necessary support to meet the unique needs of struggling students in their core classes and to monitor their progress. (Based on SSC input, the CA School Dashboard ELA/Literacy and mathematics assessments as well as internal assessments such as MAP and IABs.)

▪ Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. ▪ Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. ▪ Charter School will offer "Advisory" classes (college planning and career exploration program) and "College Readiness" classes and programs preparing students for college readiness, including test prep for ACT/SAT.	▪ Charter School will promote a college-going culture through dual enrollment, AP courses, college visits, and other college related activities. **Rationale/Evidence:** To ensure our students are college/career ready. (Based on our mission to provide a college preparatory educational program, SSC and Parent Task Force (PTF) input, the CA School Dashboard four-year cohort graduation rate and College/Career Indicator (CCI) as well as PSAT/SAT/ACT results.)
▪ Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. ▪ Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.	▪ In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, clubs, health and physical education, arts, and civics. ▪ Charter School will strive to provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, and community service programs. **Rationale/Evidence:** To increase student access to a broader course of study that supports well-rounded education. (Based on students' needs and interests and student and parent survey results.)
▪ Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8. ▪ Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.	▪ Charter School will design and implement engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, and Project Lead the Way (PLTW) programs; ▪ Charter School will seek partnership opportunities with local universities and organizations (mentorship to our students, PLTW, Los Angeles County Office of Education (LACOE) partnership for STEAM related programs, etc.) **Rationale/Evidence:** To increase student participation and achievement in innovative STEAM related courses and programs. (Based on research and our school's vision to graduate scientific thinkers who contribute to the global community as socially responsible and educated members of society.)
▪ Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.	▪ Teachers will use accessible technology tools and other resources on a regular basis to engage and enhance learning and to differentiate instruction to meet the needs of every student. Teachers will effectively use challenging resources that are mentally, visually, aurally, and kinesthetically stimulating. (Ex: internet, PowerPoint, interactive white boards, document camera, multimedia, educational software, interactive games and simulations, apps, class website, lab materials, manipulatives, assistive technology, etc.)

	▪ Teachers and students will keep up to date with technology and blended learning practices. Teachers will model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law and student maintaining internet security. Teachers will provide resources and instructional materials that require cognitive engagement. Students will choose, adapt, or create materials to extend learning. **Rationale/Evidence:** To engage and enhance learning and to differentiate instruction to meet the needs of every student. (Based on research and teacher PD needs assessment and evaluations.)
▪ Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings. ▪ Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. ▪ Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level. ▪ Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement. ▪ Charter School will annually administer school experience surveys to students, parents, and staff.	▪ Charter School will pursue an integrated strategy to support the exchange of information, purposeful interaction, and meaningful participation between the school, families, and community partners to support student learning and achievement. This will include but not be limited to SSC, ELAC, and PTF meetings, parent activities/events, web portal, home-visits, and school experience surveys. ▪ Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL students and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. ▪ Charter School teachers will schedule and make home-visits. Teachers will document the visits, evaluate them and share necessary information with the appropriate staff (grade level team, counselor, administrator, etc.) ▪ Charter School will use an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and students' own strengths and weaknesses. This feedback instrument will provide teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. **Rationale/Evidence:** To increase our stakeholders' connectedness through parental participation in programs and parent input in making decisions for the Charter School so our stakeholders feel a sense of community. (Based on research; our school community's positive experience with our meetings, programs, and home visits; parent input and feedback as well as

	student, parent, and staff survey results.)
▪ Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs. ▪ Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. ▪ Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation. ▪ Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices. ▪ Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	▪ Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation and satisfaction of UC/CSU requirements. ▪ Charter School will implement restorative practices and Positive Behavioral Interventions and Supports (PBIS). o Charter School will implement restorative practices, PBIS, and alternatives to suspension. o Charter School will implement a positive behavior reward system and use its SIS for monitoring it. ▪ Charter School will offer Life Skills program to supplement instruction. ▪ Charter School will connect students and families with resources for social-emotional and behavioral support. **Rationale/Evidence:** To increase our students' sense of safety and school connectedness by providing academic, behavioral, and social-emotional support; to increase high school graduation rate and student attendance; and to avoid chronic absenteeism, school dropout, student suspension and expulsion. (Based on research; our school community's positive experience with PBIS; student, parent, and staff input and feedback as well as survey results.)

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

MSA-2's vision is that our graduates are scientific thinkers who contribute to the global community as socially responsible and educated members of society. MSA-2 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. We have identified the following core values, which are reinforced through our curriculum, student learning outcomes (SLOs), and all school activities: Excellence, Innovation, and Connection. Our three LCAP goals stem from our core values:

- EXCELLENCE: All students will pursue academic excellence and be college/career ready.
- INNOVATION: All students will become independent, innovative scholars.
- CONNECTION: All students, families, staff, and other stakeholders will feel a sense of community and connectedness.

In order to promote learning and provide a more positive learning experience for our students, MSA-2 has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our accountability plans (LCAP, LCAP Addendum, SPSA, WASC, etc.)

Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings. Parents on our PTF and SSC also serve as our parent advisory committee for Local Control and Accountability Plan (LCAP). Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our parent advisory committee and ELAC provide valuable input for the LCAP and SPSA. In addition, the Charter School conducts surveys for parents, students, and staff, and the Charter School staff make home visits. These all serve as ways to inform, educate, and gather input & feedback from all critical stakeholders.

MSA-2 has an approved charter petition with measurable student outcomes and methods to assess student progress, a SPSA with planned improvement in student performance in reading and mathematics and in programs for English Learners, and a WASC action plan for continuous school improvement. Therefore, the LCAP and the LCAP Addendum are received by our community as a comprehensive planning tool that draws from all other school plans and addresses the state priorities and locally identified priorities as well as the ESSA requirements.

MSA-2 aligns its federally-funded programs with the priority goals of the school and such funds provide the opportunity to innovate. The accountability plans planning process supports continuous cycles of action, reflection, and improvement. The academic, accountability, and finance departments at our Home Office and our back-office support provider work closely with us; they monitor and support our progress as well as review every federally-funded expense to ensure funds are expensed appropriately and that we are compliant. Our budgeting and accounting processes are designed so that state and local funds and federal grant funds are all budgeted and accounted for and aligned according to our school accountability plans.

MSA-2 teachers and administrators continually analyze schoolwide and disaggregated student achievement data (CA School Dashboard, CAASPP, NWEA MAP, ELPAC, IABs, grades, etc.) as well as SEL and survey data, teacher observation data, and input from all stakeholders to:

- Improve safe learning environments and promote student engagement;
- Identify targeted areas for curriculum, instruction, and other program improvements to support the academic achievement and social-emotional well-being for all students;
- Implement a multi-tiered system of support available to all students to provide increasing levels of support and academic intervention to meet the needs of students;
- Consistently modify interventions based on formative data to more effectively meet the learning needs of all students;
- Align policies, resources, and funding to our documented LEA goals and priorities, and oversee the impact of those funds;
- Select research-based practices;
- Monitor school progress, guide instructional practice, and make school governance decision;
- Adopt a multi-year, standards-based professional learning plan, based on data and a needs assessment and organized around a comprehensive set of program priorities;
- Monitor the effectiveness of the professional learning plan and to determine new opportunities;
- Provide intensive and targeted support of teachers through coaching and mentoring programs;
- Monitor the effectiveness of programs and practices and make necessary revisions in order to continuously increase student achievement;
- Determine next steps in order to clearly understand the challenges within the school community;
- Retain highly effective and qualified teachers that have the necessary skills to implement evidence-based practices;
- Make effective decisions that benefit students.

As described above, MSA-2 strives to attain a collaborative culture of data analysis, needs assessment, planning, aligning funding to our documented LEA goals and priorities, reflection, and improvement. All our stakeholder groups (parents, students, staff, SSC, ELAC, PTF, Home Office support team, Board of Directors, charter authorizer, ACS WASC, and our community partners) are critical, active, informed, and responsible participants in this process to ensure we make effective decisions that benefit students.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 *(as applicable)*

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

(A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;

(B) identifying students who may be at risk for academic failure;

(C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and

(D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 *(as applicable)*

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 *(as applicable)*

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

(A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and

(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 *(as applicable)*

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 *(as applicable)*

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. (N/A if your LEA is a charter school or COE)

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and it is a single-school LEA.

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

In order to promote learning and provide a more positive learning experience for our students, MSA-2 has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual LCAP and other plans such as the LCAP Addendum and School Plan for Student Achievement (SPSA).

Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings. Parents on our PTF and SSC also serve as our parent advisory committee for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, immigrant students, etc.) Feedback from our parent

advisory committee and ELAC provide valuable input for the new LCAP. In addition, MSA-2 conducts surveys for parents, students, and staff, and the school staff make home visits. These all serve as a way to inform, educate, and gather input & feedback from all critical stakeholders.

MSA-2 holds periodical meetings to gather input from our stakeholders. These include monthly PTF meetings, quarterly SSC meetings, quarterly ELAC meetings, monthly parent activities/events including Coffee with the Principal meetings, weekly staff meetings, and other stakeholder meetings. The school conducts a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. A majority of our stakeholders participate in this survey. MSA-2 staff also makes home visits annually and seeks feedback from the parents for school improvement.

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

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

Within 60 days of the beginning of school, the School sends [e.g., via mail, sent home with students, and/or placed in orientation packets and/or registration packets] a notice to all parents containing, but not limited to, the following information:

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

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

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

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

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

community members selected by parents, and pupils. Classroom teachers shall comprise the majority of persons represented under category (a). (Education Code Section 52852) Furthermore, Education Code Section 52852 states that parents or community members on the SSC may not be employed by the school district.

Additionally, the SSC will be involved in decisions regarding how funds reserved for parent involvement activities are allotted for those activities.

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

Building Capacity for Involvement:

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

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

- The LEA will encourage parents to serve on its board of directors;
- The LEA will seek input from the PTF and the SSC on ways to assist parents to understand the Standards and Requirements.
- The LEA will encourage parents to serve on its board committees.
- The LEA will regularly publish in its Newsletter, and/or on its website, descriptions and explanations of State academic content standards and State student academic achievement standards, State and local academic assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve the academic achievement of their children.
- Regular meetings will be held by the LEA at community libraries and/or parent volunteer homes to discuss how parents can work with educators to improve their child's academic achievement.
- The LEA will hold Back to School nights to introduce parents to the School's curriculum and its correlation to the State's academic content standards and academic achievement standards.
- Parents will be invited to attend regular classes to learn about State and local academic assessments and to take sample tests.

B. Helping Parents to Work with their Children

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

- Student-Teacher Status Portal: MSA-2 uses an online web portal to enable parents, students, and teachers to communicate more efficiently. Teachers have a webpage for every class in which they post course material, homework assignments, projects, course grade statistics and records of students' grades on quizzes, tests, class participation and homework assignments. Students and parents use confidential passwords to log on.

Families without home computers will be encouraged to come to the school and use one of the available computer stations. Classes are held at the school on how to use the portal as well as how to access it via free Internet access at public libraries if that is more convenient than coming to the school.

- The LEA will provide parents with access to literacy programs that bond families around reading and using the public library.
- The LEA will provide annual seminars on parenting skills and parent-child communication.
- The school's psychologist will work with parents to better understand their children and the issues facing them.
- The LEA will train parents how to tutor their children in the school.
- Individualized student and parent advisory sessions: Each of LEA teachers and mentors will be assigned to a small group of students. They will arrange two to four meetings at school during the school year to discuss their students' academic achievements.
- One-on-one meetings with the parents of academically low-achieving students to support the parent in providing the student the study environment he/she needs.

Education on Parent Involvement:

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

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

- Home Visits: Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, the LEA will use home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with low-achieving students.
- The LEA teachers will visit students at their homes to enhance student learning and involvement. Family visits offer invaluable insights about students. They can provide new understanding about students' learning styles. Visits might also reveal the emotional and social needs and behaviors of students. It is helpful to know if they react to problems with tears, anger, or withdrawal, and how they socialize with peers. Through family visits, teachers can identify students' latest interests or concerns, such as a new hobby, an upcoming trip, or a change in the family.
- A phone tree will be established where volunteers call all parents of participating students to solicit feedback and ideas for building ties between parents and the LEA, how to best communicate with parents and how to work with parents as equal partners.
- A survey will be sent home to parents of participating students that solicits information on what skills each parent has to offer the LEA and what types of parental involvement programs in which parents would most likely participate.

Other Optional Parent Participation:

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

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

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

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

School-Parent Compact:

At the beginning of each school year, the School will enter in to School-Parent Compacts with parents of participating children. The School-Parent Compact will outline how parents, the entire school staff and students will share the responsibility for improved student

academic achievement and the means by which the School and parents will build and develop a partnership to help children achieve the State's high standards.

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

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

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

- The LEA will hold regular meetings, and send notice of these meetings, for the purpose of formulating and responding to recommendations from parents of participating children.
- The LEA will provide language translators at parent meetings to the extent practicable.
- The LEA will schedule meetings to enable families to share information about culture, background, children's talents and particular needs for the schools.
- The LEA will provide parents of limited English proficiency with access to English as a Second Language (ESL) classes to increase their English language proficiency to assist their children with homework. The school's principal will visit the classes to interact with the parents.
- English Learner Advisory Committee: The English Learner Advisory Committee (ELAC) is mainly a committee of parents or other community members who want to advocate for English Learners. The committee provides parents of English Learners opportunities to learn more about the programs offered to their students and advises the principal and the School Site Council (SSC) on programs and services for English Learners.

State law mandates each school site with 21 or more students of Limited English Proficiency (LEP) in attendance, regardless of language, to form a functioning English Learner Advisory Committee (ELAC).

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

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

Notices:

In accordance with law, the LEA will provide the following notices to our parents:

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

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

As explained in Section "Parent and Family Engagement," MSA-2 parents and families are involved in the development of the LCAP Addendum, School Plan for Student Achievement (SPSA), and the LEA's Local Control and Accountability Plan (LCAP). On an annual basis, MSA-2 will submit California Department of Education ("CDE") –required plans to the Parent Council for review and suggested changes before appropriate plans are submitted to the authorizers and the CDE with the Consolidated Application. In addition, all parents of participating children will annually be invited to review the LEA's plans and submit comments.

All parents will be involved, to the extent applicable, in the process of school review and improvement. This includes disseminating the results of the local annual review of each school served under Title I, Part A to parents. In addition, the parents will be invited to annually review the effectiveness of the parental involvement policy and other Title I, Part A activities and provide comments to the LEA.

Programs:

MSA-2 will implement the Multi-Tiered System of Supports (MTSS) as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system to support students. The framework of MTSS utilizes high quality evidence-based instruction, intervention, and assessment practices to ensure that every student receives the appropriate level of support to be successful. A Multi-Tiered System of Supports align with the academic standards and behavioral expectations, in order to accelerate the performance of every student to meet and/or exceed proficiency.

To support students academically, social-emotionally and behaviorally, and create a climate of academic success, MSA-2 recognizes that we must address the needs of the entire child. Often, we focus on punitive and remedial practices, therefore, we may unknowingly reinforce unwanted and antisocial behaviors. MSA-2 implements a positive behavior support program. Program expectations require students to be Safe, Responsible and Respectful. The school tracks behaviors using a point system, to reward students for demonstrating positive behavior. Our school personnel (Dean of Academics/Department Chairs) lay a foundation to engage students and enhance learning. Our school community works together to establish agreed upon norms, build relationships, learn pro-social behaviors, improve academics and demonstrate a culture where adults encourage motivation and knowledge is co-constructed through multi-tiered systems of support.

MSA-2 has ability to quickly identify low-achieving students through frequent benchmark assessment and review of individual student data. Students who are achieving substantially below grade level are recognized through multiple measure assessments including in-class assessments, NWEA MAP assessments and other program data through ALEKS, Khan Academy, myON and StudySync.

MSA-2 utilizes data and progress monitoring to determine best practices to support student achievement. Teachers and student stakeholders are invited to meet with teachers to discuss possible intervention methods and learn how they can participate in helping with their child's education. Parent-teacher meetings at the school are followed by home visits as needed.

The intervention model that is written into the schedule for the MSA-2 program is flexible intervention that can be used with a variety of curriculum and varying schedules. MSA-2's principal approach is to intentionally build consistent math and ELA intervention time into the entire school schedule. A variety of implementations are used. Implementation strategies may include:

- Intervention block every day or 2-3 times per week (a student may have reading intervention on one day and math on the next)
- Intervention/Enrichment computer tutorials where the teacher can tutor selected students
- Specialist, instructional assistant, and volunteer support during intervention time
- Divide students up by need and send to different teaching team members for support during intervention blocks

During intervention teachers use educational materials that provide review, re-teach and enrichment programs. McGraw Hill's publisher resources, ALEKS, Curriculum Associates' Ready Common Core program, Kuta software, Khan Academy, Accelerated Reader and Accelerated Math program, Achieve3000, and Buckle Down allow teachers to monitor the progress of students who are achieving below grade level and provide software generated tests and personalized instructional materials based on CCSS and areas of growth. MSA-2 has Teacher Assistants on all levels to support overall achievement.

Tiered intervention implementation is outlined below. Student progress is closely monitored through a well-integrated system of instruction and intervention guided by student assessment data.

Intervention Cycle and Process

MSA-2 uses the following to inform, monitor, and implement response to intervention strategies:

- Historical student data
- Data related to SBAC results and Spring NWEA MAP data from previous year
- NWEA Diagnostic data
- Fall NWEA MAP
- Progress monitoring data
- Classroom Assessment Data
- SBAC Interim Data
- SBAC Interim Block Assessment
- SBAC Interim Comprehensive Assessment
- Spring MAP
- Winter MAP (optional)

Tier 1: High-quality instruction, progress monitoring, differentiated learning, group interventions, classroom accommodations

The RTI process begins at Tier 1 with high quality instruction and universal screening of all children within the general education setting. Through the use of formative assessments such as the MAP test, the school establishes a baseline to identify students who need additional support and struggling learners are provided classroom accommodations and differentiated instruction to meet their needs. Tier 1 academic supports include technology-rich instruction, progress monitoring, differentiated learning, group interventions and classroom accommodations. Using strategies and tools such as adaptive programs, NWEA MAP universal screening, Integrated and Designated ELD, Explicit Direct Instruction, and Culturally Responsive Teaching. Tier 1 behavioral and socio-emotional supports are centered around School-Wide PBIS, led by the Dean of Students. With clear expectations taught through a Life Skills course and etiquette program students earn rewards for desired behaviors. Assemblies, student surveys and our SSPT process encourage student participation and voice.

Within Tier 1, a student may receive the following supports:

- Adaptive programming in McGraw Hill's ALEKS and StudySync
- Khan Academy
- BrainPOP ESL
- Discovery Education
- myON
- National Geographic
- 1:1 devices

- Advisory/SSR

The length of time in Tier I interventions may vary, but generally does not exceed eight weeks. During that time, the school will continue to evaluate student progress based on interim data such as Smarter Balanced Interim Block Assessments, Comprehensive exams, and classroom assessments. At the end of this period, students showing significant progress are exited from interventions, while those needing more intensive supports are moved to Tier 2. A student success team is gathered to determine intensive support.

Tier 2: Targeted Interventions

Tier 2 focuses on targeted interventions to create a high-quality differentiated environment where students are supported to engage at their optimal levels. The school uses co-teaching strategies, and "Power" classes for mathematics and ELA intervention. Additionally, students with targeted needs receive tutoring, Saturday and Summer school instruction is available universally. When students are identified as needing additional support, restorative practices are utilized such as peer mediation, new-comer and behavior management support groups, community restoration assignments, goal setting and monitoring and Edge Coaching.

Students not making adequate progress with Tier I interventions are matched with more intensive academic and/or behavioral support based on their needs. These services are provided by general education teachers, math and literacy coaches, and special education teachers. In small groups and within the general classroom setting, students may access:

- Power Classes (Math and English)
- Co-taught classes
- Push-in support
- Before and after school tutoring
- SSR/Advisory

Pull out supports are utilized to support students who require additional academic support and the learning lab will be used.

Students receiving Tier 2 interventions may require a longer period of monitoring, however, it does not typically exceed a semester. Students who do not demonstrate progress are moved into Tier 3. While students who have shown significant progress are placed into Tier 1.

Tier 3: Intensive Interventions and Evaluation

Tier 3 assists those students in most academic need. Our schools have both push-in and pull-out services with specialists to ensure students' needs are met. Using of our Special Academic Instruction program, instructional aides, learning centers, and Saturday school we are able to help our most struggling learners close the achievement gap. Support for our exceptional learners include search and serve to meet their needs and an accelerated math pathway. Supports for behavior and socio-emotional are centered around restorative practices. Utilizing reflection committees, we determine the proper intervention for individual students. Using trauma-informed practices and socio-emotional wellness, these strategies and programs address the needs of all scholars including the most vulnerable, academically and emotionally unresponsive students.

In Tier 3 of the MSA-2's RTI program, students receive individualized, intensive interventions that target specific skill deficiencies that include:

- All Tier 2 interventions
- Push-in and Pull-out support: Education Specialists, Intervention Teachers, and Literacy Coaches provide push- in and pull- out support in core classes to learners receiving Tier 3 interventions. Support providers assist teachers in creating accommodations and differentiated learning experiences so that all students may access class materials. If it is deemed that students would benefit from further individualized support, they are pulled out for more intensive instruction.
- Study Skills classes: Study Skills courses are taught by Education Specialists as an elective course for students in need of additional support in note taking, organization, exam preparation, assignment completion, and time management.

- Instructional aides in the classroom: Instructional Aides support teachers with instruction by working individually with students, assisting in stations, clarifying instructions, and reteaching. IA's also provide behavioral support and reinforce the school's Positive Behavior Interventions and Support ("PBIS").
- Saturday School: Students assigned to Saturday School work with teachers on foundational skills related to their coursework.
- Learning Center: The Learning Center or Resource Classroom is designated as a space for both Special Education and General Education students to receive academic support from Education Specialists and Instructional Coaches. Students can complete assignments, test in small settings, use computers, and work with their peers on group assignments.

If the Student Success Team believes further intervention is necessary, then the student may be referred to special education or 504 services.

While Tier 3 students may access a variety of academic supports before and after school including tutoring, Saturday school, and teacher coaching, the majority of interventions are given throughout the school day to ensure that students receive the full benefits of their individualized instruction. Services in the learning center, push-in and pull-out assistance, instructional aides, and study skills classes are all provided to students during the school day.

Equitable Access to the Curriculum:

MSA-2 utilizes an instructional program that emphasizes equitable access to the curriculum for all learners, including students with disabilities. These include:

Co-Teaching/Push-in/Pull-out Support- MSA-2 supports its exceptional populations by utilizing multiple methods of providing special education services. MSA-2 fosters an inclusive model of education. As such, Professional Development in the area of co-teaching allows teachers to grow their ability to educate and service students of varying abilities. In order to effectively implement a co-teaching model, special education and general education teachers are given time to co-plan and develop lessons so that students are provided appropriate supports and accommodations. Students who require additional assistance, receive services in a push-in or pull-out model where they receive more individualized attention.

Additionally, the digital formatting of our McGraw Hill curriculum allows teachers to collaborate on unit and lesson plans to ensure that all students' accommodations and needs are being addressed. This system is setup such that all students attend every class. The Special Education teacher and various paraprofessionals provide instructional support within the general education setting. This allows for all student groups to be supported while participating in the least restrictive environment throughout the day.

Embedded Supports- In addition to the on-site staff coordinated by the Special Education and/or RTI Coordinator, MSA-2 contracts with an outside service provider to support children's learning needs, such as intervention specialists, speech and language therapists, and occupational therapists who work with teachers to provide the least restrictive and most accessible learning environment. Special education aides work directly in the classroom, providing customized support to students throughout the day, and are valuable members of the team.

Differentiated Instruction- Teachers at MSA-2 deliver a curriculum that is tailored to each student's interests and needs. This support includes accommodations, use of technology, and data-informed decisions, such as utilizing Lexile reading scores and bringing technology into the classroom.

Socio-economically disadvantaged/low income students:

The instructional design of MSA-2 addresses the needs of low-income and socio-economically disadvantaged students, who make up the overwhelming majority of our enrollment. Socio-economically disadvantaged students are identified through their participation in the Free and Reduced Lunch program. Counseling, intervention/remediation, individual tutoring and free eligibility to after school social, academic and athletic programs are some of the many programs that support our socio-economically disadvantaged students. Home visits, motivational guest speaker programs, parent meetings, university and college visits, and instructional field trips are planned to shape the educational vision of the student and the family. Socio-economically disadvantaged students have role models around them who will inspire motivation to focus on lessons and self-confidence with the discovery of their potential.

The Charter School administration ensures that these programs are available to all students, including socio-economically disadvantaged students, and works with the teachers and parents to encourage for student participation in these programs. The administration monitors the performance and progress of socio-economically disadvantaged students through the use of MSA-2's data cycle.

Annual Evaluation:

MSA-2 implements a schoolwide program where the comprehensive needs assessment is done and evaluated annually with our stakeholders based on many achievement and growth metrics, including CAASPP proficiency rates in ELA/Literacy and math, CA School Dashboard status and growth data, NWEA MAP growth data, student grades, and other assessments described in this section.

MSA-2, with the involvement of parents and our SSC, conducts an annual evaluation of the content and effectiveness of our schoolwide programs as well as our family involvement policy in improving the academic quality of the school under Title I, Part A, including identifying barriers to greater participation by parents in activities under ESSA. MSA-2 pays particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. MSA-2 will use the findings of such evaluation to design strategies for more effective parental involvement and to revise, if necessary, our family involvement policy. Please see section "Parent and Family Engagement" for more details.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

LEA is an independent, direct-funded charter school and it is a single-school LEA. MSA-2 Homeless Liaison shall ensure that:

1. Homeless students are identified by school personnel and through coordination activities with other entities and agencies.
2. Homeless students enroll in and have a full and equal opportunity to succeed at MSA-2.
3. Homeless students and families receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by MSA-2, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.
4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
6. Enrollment/admissions disputes are mediated in accordance with law, the MSA-2 charter, and Board policy.
7. Parents/guardians are fully informed of all transportation services, as applicable.
8. School personnel providing services receive professional development and other support.
9. The School Homeless Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the

Higher Education Act of 1965 and that the youths may obtain assistance from the School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

Homeless children and youth will be identified through:

1. The application process for enrollment (self-identification)
2. School personnel recommendations
3. Coordinated activities with other entities and agencies

MSA-2 will comply with all federal, state, county, and other data collections and reporting requirements regarding homeless children and youth.

In order to provide equal access to our school, the MSA-2 annual student recruitment plan shall include efforts to reach homeless families, children, and youth via free public events, community centers, and local homeless service providers. Homeless students may also be identified at the time of enrollment (through self-reports).

Homeless youth will not be discriminated against in the application process. Homeless children and youth will be allowed to apply for enrollment in accordance with current MSA-2 enrollment policies even if the parent/guardian is unable to provide the school with the records normally required for enrollment such as previous academic records, birth certificate, medical records, proof of residency, or other documentation. The MSA-2 designee shall immediately contact the school last attended by the student to obtain the relevant records. If the student needs to obtain immunizations or does not possess immunization or other medical records, the designee shall refer the parent/guardian to the homeless liaison. The liaison shall assist the parent/guardian in obtaining the necessary immunizations or records for the student.

In the case of an unaccompanied youth, the homeless liaison shall assist in the enrollment process. Unaccompanied youth shall be immediately enrolled if space is available even if unable to provide the school with the records normally required for enrollment (as above), and despite lack of parent or legal guardian's supervision or permissions, or "power of attorney" by supervising adult.

Any confidential record ordinarily kept by the school, including immunization or medical records, academic records, birth certificates, guardianship records, and evaluations for special services or programs, of each homeless child or youth will be maintained so that the records are available, in a timely fashion, when a child or youth enters a new school or school district.

Homeless students automatically qualify for free breakfast and lunch at MSA-2. Families do not have to fill out an application or provide proof of income. Homeless students will be added to the free meals program as soon as they have been identified.

Per the McKinney-Vento Act, LEAs must provide services to homeless children/youth that are comparable to those received by other students in the school selected, including transportation. In addition, schools must provide transportation for homeless students to and from their school of origin, if feasible.

MSA-2, where feasible, applicable, at the request of the parent/guardian and/or in the best interest of the homeless children and youth shall provide transportation to students experiencing homelessness to ensure the students are able to stay at MSA-2 for the duration of their homelessness. MSA-2 may work with the youth's district of residence or other agencies to provide transportation services.

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

(A) through coordination with institutions of higher education, employers, and other local partners; and

(B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LEA is an independent, direct-funded charter school and it is a single-school LEA serving students in grades 6-12.

Dual Enrollment:

MSA-2 provides a college preparatory educational program emphasizing science, technology, engineering, arts and math in a safe environment that cultivates respect for self and others. Through Honors courses, AP courses and dual enrollment courses, students who demonstrate high achievement, interest and/or ability are provided the opportunity for a rigorous learning environment. As we encourage our students to have an accredited college/university/post-secondary institution ("college") course-taking experience as early as possible, we also work with our students to ensure it is a successful one and that it complements the rigorous course schedule offered at MSA-2.

College Pathways Program:

MSA-2 upholds the belief that college is attainable through academic success and persistence. The MSA-2 College Pathways program provides students with the emotional and instrumental support students need to graduate college and career ready. By providing timely information and guiding students through the college application process, our College Counselor plays an integral role in nurturing students' college aspirations, supporting college preparation activities, finding best-fit colleges, universities and career programs, and advising students on how to make successful transitions from high school to their colleges of choice.

A distinguishing feature of our College Pathways program is the active participation of our students in the development and design of their future academic pathways. Our college counselor works individually with parents and students on a Four-Year Plan that outlines graduation requirements, tracks extracurricular and volunteer activities, and builds students' resumes in order to support them in the college application process. Special programming is offered to students to develop interests and build on skills needed for credentialing and certification for specific trades.

To enrich college-going activities, our College Counselor and students regularly visit college campuses, research requirements, and explore financial aid and scholarship options. College advising teams work together to track UC/CSU A-G requirement completion, credits completed towards graduation, scholarship eligibility, scholarship applications, Personal Statements, progress towards college application submission, and more.

Additionally, MSA-2 is invested in monitoring the postsecondary pathways of our graduates including the transfer, persistence, and completion trends across the spectrum of institutions including 4-year universities, 2-year colleges, trade/technical schools, and the military. Our alumni network is strong with students returning as tutors, mentors and contributors to our rich learning environment. By serving students as a tangible resource, the college mentorship program is able to greatly increase positive outcomes for our students.

Advisory Program:

Our students take Advisory all four years of high school. Each student works closely with their Advisory teacher to develop their Four-Year Plans, exploring and setting academic and career goals. Students take part in team building activities, community service opportunities and work on their high school portfolio. Advisory also provides curriculum to increase student knowledge and ability

in skills necessary for everyday living. The program emphasizes defining personal values, goal-setting and planning, making decisions and solving problems, evaluating information and dealing with media and peer pressure, communication and relationships, decision-making, wellness and personal safety, and contributing to your community.

College Readiness Course:

MSA-2 offers a college readiness course to all our juniors and seniors that focuses on preparing students to complete college applications by creating a portfolio that includes CSU Mentor High School Planner, UC/ Private School Personal Statement, EOP application, SAT/ACT registration and preparation, and FAFSA Forecaster.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

(A) assist schools in identifying and serving gifted and talented students; and

(B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LEA is an independent, direct-funded charter school and it is a single-school LEA serving students in grades 6-12.

MSA-2 may use Title I, Part A funds to support our GATE Program and School Library/Reading & Digital Literacy Skills Program as described below.

GATE Program:

MSA-2 is committed to supporting gifted and highly capable students in a safe, caring environment which promotes a college preparatory, STEAM education. Instructional programs for Gifted and Talented students are based on the core principles that all students have the potential to excel and should have the opportunity to develop their individual abilities, interests and potential. The purpose of the MSA-2 GATE program is not to simply identify the highest achieving students, but rather, identify students with exceptional abilities, those that go well beyond their peer group.

MSA-2's advanced academic programming serves students in grades 6-12 and offers highly challenging learning opportunities that adhere to our Core Values of Excellence, Innovation, and Connection. Educational experiences and are designed to meet the needs of advanced learners with an emphasis on innovation, critical thinking, and logical reasoning. MSA-2 serves GATE students through a number of delivery models and settings so that students obtain an optimal level of learning. These include, but are not limited to, Advanced Placement courses, Honors/Scholars classes, cluster groupings, acceleration (math, etc.), enrichment activities, independent studies, and group projects.

MSA-2's GATE identification procedures are equitable, comprehensive, and on-going. Assessments and recommendations for the program reflect best practices and are research-based. MSA-2 understands that examinations alone may not reflect the abilities of all students, as well as GATE students of diverse populations. Therefore, MSA-2 includes teacher and/or administrator recommendations as well as work samples in its identification process. In order to identify a student as gifted, evidence must be gathered relating to his/her ability to perform beyond chronological peers. Data should be broad enough to discover aptitudes across racial, ethnic, and economic groups.

School Library/Reading & Digital Literacy Skills Program:

All MSA-2 students participate in Sustained Silent Reading (SSR) for about half an hour day, every day. MSA-2 utilizes myON reader, a personalized, online literacy program that helps teachers manage and monitor a student's independent reading practice. myON is used as a reading intervention, as it generates book recommendations within each learner's target Lexile ranges. Accommodations such as audio narration to model reading fluency, highlighting text, and the use of embedded dictionaries, allow learners to develop academic vocabulary and reading fluency. Teachers have access to data related to Lexile levels which informs their teaching and supports differentiation. Once completed, the student is administered an online assessment which informs the teachers of the student's progress. If a student continues to struggle while reading at his or her level, additional interventions are implemented. All teachers use assessment results to inform Response to Intervention (RTI) strategies.

Besides online resources, MSA-2 also strives to provide a rich collection of texts through school and classroom libraries to support literacy instruction and academic achievement. Our teachers promote greater amounts of reading, increased reading frequency, and more diverse reading experiences among their students, thus helping them to attain greater levels of reading achievement.

Title I, Part A Use of Funds:

MSA-2 aligns its federally-funded programs with the priority goals of the school and such funds provide the opportunity to innovate. The planning process supports continuous cycles of action, reflection, and improvement. Through our information/input sessions including Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings, we have identified the following strategies and actions that we plan to use Title I, Part A funds to supplement our education program:

- Supporting teachers with their PD needs in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment; monitoring and evaluating teachers for their performance;
- Providing CCSS aligned ELA and math support and intervention to all students, including ELs and immigrant students, and monitoring student progress in ELA/Literacy and math as measured by the interim assessments (MAP, IAB, etc.);
- Promoting a college-going culture through dual enrollment, AP courses, college visits, and other college related activities;
- Providing students with a well-rounded education including programs such as health and physical education, arts and civics, GATE programs, school library/reading and digital skills programs, etc.;
- Supporting instruction with technology;
- Pursuing an integrated strategy to support the exchange of information, purposeful interaction, and meaningful participation between the school, families, and community partners to support student learning and achievement. This will include but not be limited to SSC, ELAC, and PTF meetings, parent activities/events, web portal, home-visits, and school experience surveys;
- Providing students with 4-year plans and support programs to ensure timely high school graduation;
- Implementing policies that encourage and support student attendance, positive student behavior and improvements.

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Formal Agreements
ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Comparable Education Program
ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend**.**

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Successful Transitions
ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Educational Needs
ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

MSA-2 conducts credential review as part of teacher hiring process and support our teachers' credentialing needs. We also annually review master schedule/teacher assignments to ensure compliance. We ensure that all teachers are supported with their credentialing needs and that they participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. MSA-2 also monitors and evaluates teachers for their performance.

MSA-2 monitors how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. The school leadership team makes daily classroom observations using the Magnolia Public Schools (MPS) teacher observation protocol which includes walkthroughs, informal and formal observations and formal evaluation.

MSA-2 evaluates teachers for their performance. We identify those areas the teachers need improvement to become more effective and efficient at their jobs and communicate with teachers about performance, mutually establish goals and identify actions for progress, and evaluate results. Evaluation results may be used as basis and documentation for performance pay, transfer, promotion, reassignment, or disciplinary action.

Professional development occurs both at the organizational level and school level. In addition to ongoing professional development activities that support efforts to increase student academic performance, MSA-2 provides all staff with multiple opportunities to grow professionally. MSA-2 assesses staff professional development needs through formal and informal performance observation and surveys. Based on these data and combined with the school improvement plan actions in our LCAP and SPSA, MSA-2 determines common staff development days, and tailors staff development to individual staff needs.

PROFESSIONAL LEARNING COMMUNITIES ("PLCS")

MSA-2 is organized into Professional Learning Communities by grade level and by department. PLCs seek to transform a school into a community that fosters mutual cooperation, emotional support, personal growth, and a synergy of effort. Combined with the school improvement plan actions in our LCAP and SPSA, the answers to the following questions are studied in PLCs:

- How do we ensure that students learn?
- How do we foster a culture of collaboration?
- How do we ensure results?

We use PLCs to:

- Clarify intended outcomes
- Develop common assessments
- Jointly analyze student achievement data
- Establish team improvement goals
- Share best practices and materials
- Engage in collective inquiry and action research regarding student learning
- Support system and sense of efficacy
- Promote more engaged, motivated, and successful students with reduced absenteeism
- Focus on students' needs academically and behaviorally

As an implementation of the PLC at MSA-2, all staff will read educational literature and make informed recommendations for school and system-wide improvement. The staff will produce an annual reading list recommended by the PLCs. The following literature will be on MSA-2's staff reading list: Alan Blankstein, Failure Is Not an Option: 6 Principles That Advance Student Achievement in Highly Effective Schools; Dr. Robert Marzano's Classroom Management That Works: Research-Based Strategies for Every Teacher; Carol Ann Tomlinson's How to Differentiate Instruction in Mixed-Ability Classrooms, and Doug Lemov's Teach Like A Champion.

SCHOOL-WIDE MEETINGS AND PROFESSIONAL DEVELOPMENT ACTIVITIES

Department Level Staff Meetings

All teachers meet departmentally every month to:

- Share Time: Presentation by a member on an effective classroom strategy
- Vertically align curriculum
- Analyze student achievement data (NWEA MAP, CAASPP, ELPAC, grades)
- Improve instructional strategies per data indicators
- Differentiate instruction
- Plan major departmental events
- Discuss other departmental issues and policies

Department Chairs are responsible for minutes and forwarding action items to the appropriate administrative leaders.

Grade Level Staff Meetings

Grade level teachers meet once a month and collaborate on the issues below:

- Classroom strategies
- Sharing promising practices
- Curricular and academic issues (grading uniformity, homework load, differentiation, and other academic issues)
- Support for students with academic challenges (IEP, 504, RTI, SSR, Accelerated Reader, Accelerated Math, Tutoring)
- Discussion of student academic supports (peer tutoring, mentorships)
- Long-term projects (science fair projects, English & history & math projects)
- Integration/thematic units/horizontal alignment of the curriculum
- Field trips
- Discussions and strategies for students with behavioral problems
- School/grade level wide incentive programs
- Other common grade level and school wide issues

Grade Chairs are responsible for minutes and forwarding action items to the appropriate administrative leaders.

Wrap Up Meetings

MSA-2 staff participates in end-of-the-year meetings to focus on evaluation of student achievement data, effectiveness of the programs such as testing, curriculum, and intervention programs, counseling, after school, and other school matters. These meetings help staff prepare a professional learning plan for themselves and review what worked well during the school year. These plans and feedback are addressed in the summer in–service program.

Summer In-Service Programs

MSA-2 holds orientations and trainings for both new and veteran teachers to familiarize them with policies and procedures regarding the Charter Schools' operations, and the academic and education program goals for the year. A teacher workshop/summer in service program is held in August for about two weeks. The program consists of at least four days of intensive training, after which teachers continue their studies at their school sites and communicate with each other via grade level and subject area email groups.

Peer Observations

MSA-2 believes that every effective teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally. Therefore, each teacher is required to make monthly class visits to other teachers' classrooms to observe effective strategies and reflect on his/her observations by using peer observation beneficiary forms. These forms are used to create a professional development plan for individual growth.

Formal Observations/Evaluations

All teachers are observed in the classroom by department chairs and the administrative team (Dean of Academics, Principal and Chief Academic Officer). A rubric guides observation and allows for the development of constructive feedback. MSA-2's formal teacher evaluation program is comprehensive and includes an evaluation of academic performance of their students. All teachers are evaluated annually. A pre-conference and post conference are scheduled for each of the evaluation.

Walkthroughs

MSA-2 administration/Department Chairs make regular walkthroughs in each teacher's classroom. This quick and informal visit provides teachers immediate and constructive feedback in specific areas to improve instruction and student learning.

Beginning Teacher Support and Assessment Program ("BTSA")

MSA-2 provides new teachers with BTSA, a two-year program that provides beginning teachers with collegial support, guidance, professional development, motivation to continue in the profession, and training. It links college level teacher preparation with classroom application.

Ongoing Professional Development Program for Special Education

MSA-2 conducts ongoing in-services for special education. During the August in-service training a specialist trains our entire staff about services and programs related to students with learning disabilities. MSA-2's special education teachers train the staff on the IEP documentation and how to implement accommodations and modifications in a general education classroom. Our special education teachers attend workshops and trainings provided by the District/County and SELPA and attend a resource conference to hear from additional experts in the field of special education. In addition to the August sessions, MSA-2 conducts quarterly training sessions about special education. Special education teachers and paraprofessionals who are authorized to handle crisis situations and physically restrain students will complete specialized training in behavioral interventions, such as Crisis Prevention Institute ("CPI"), prior to placement in the classroom.

SUPPORT FOR SCHOOL ADMINISTRATORS

Magnolia Public Schools (MPS) Home Office holds monthly day-long meetings for school administrators (principals and deans) where principals and deans are trained by the Home Office support staff on leadership, academics, accountability, school operations, finance, HR and other matters. These meetings create medium for best practice sharing, collective brainstorming, problem-solving as well as data analysis and specialized training. Based on a needs-assessment of the administrators, the deans meet with their principals and principals meet with the Home Office c-level team to set 2-3 professional development goals for the year in August, followed by a mid-year progress check in January and an end-of-year progress meeting in May. Individual needs and professional development goals drive the professional map at MPS. The CEO, COO, CAO, CFO, and the Chief Accountability Officer provide weekly online check-in sessions, monthly in-person trainings at the Home Office, and biweekly mentoring sessions on-site.

TUITION REIMBURSEMENT

MPS provides all employees with professional development opportunities to increase the effectiveness of their performance in their present positions, and to obtain skills, knowledge, and abilities which may improve their opportunities for advancement within the Organization. There are four types of programs covered under the Tuition Reimbursement policy which include sample recommended job-related certifications and programs. Category 1 includes teaching related certification/career development programs; Category 2 includes administrative related certification/career development programs; Category 3 includes job-related master's degree program; and Category 4 includes job-related doctoral degree programs. Sample Category 1 programs include:

- CCTC approved teacher credentialing programs (at a college or university, through college/university internship, district internship, etc.)
- CCTC approved subject-matter preparation programs
- BTSA induction programs
- English Learner Authorization/CLAD certification
- National Board certification
- Undergraduate/graduate level academic courses not leading to a degree program
- Other programs if approved by the MPS Home Office

Sample Category 2 programs include:

- Administrative services credential
- College counseling certification
- Behavior intervention specialist certification
- CBO certification
- SHRM certification
- Project management certification
- IT certification
- Undergraduate/graduate level academic courses not leading to a degree program
- Other programs if approved by the MPS Home Office

As described above, MPS and MSA-2 will continue to provide systems of professional growth and improvement and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and it is a single-school LEA.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

MSA-2 firmly believes that teacher quality is the most important variable in increasing student achievement. The evaluation process helps the teacher and the school administrators build on the strengths of the teacher and identify those areas the teacher needs improvement to become more effective and efficient at his/her job. Performance evaluation allows the school administrators and the

teacher to communicate openly about performance, mutually establish goals and identify actions for progress, and evaluate results which may provide a basis and documentation for transfer, promotion, reassignment, or disciplinary action.

The Evaluation Process

MSA-2 will use multiple measures in order to make a reliable teacher evaluation. These measures include (1) Teacher Performance on the MPS Framework for Teaching, (2) Teacher Professional Qualities, Dispositions, and Responsibilities, (3) Student, Parent, and Staff Voices, and (4) Student Performance. Using multiple measures will provide for better insight and reliability than using only one measure.

Standards in the MPS Framework for Teaching involve teaching processes and teaching outcomes and are the basis for classroom observation evaluations. The annual evaluation process involves frequent informal classroom observations and feedback for the teacher, a formal observation cycle, collection of evidence to foster collaboration with the teacher, and goal setting and monitoring. This process is supplemented by assessment of teacher's professional qualities, dispositions, and responsibilities, student and parent feedback through surveys, and student performance data. Numerous academic studies confirm the long-held belief that teacher quality is one of the greatest determinants of student achievement. By incorporating student performance into teacher evaluation, MSA-2 wants to keep ongoing student performance discussions with the teacher. MSA-2 will use the following weights for each measure to determine an end-of-year overall rating.

- Teacher Performance on the MPS Framework for Teaching: 55%
- Teacher Professional Qualities, Dispositions, and Responsibilities: 10%
- Student, Parent, and Staff Voices: 15%
- Student Performance: 20%

Evaluators will use the weights (percents) established above for each measure of teacher evaluation and the final score earned by the teacher on each measure to calculate an end-of-year overall performance score of the teacher. Depending on the overall performance score, the teacher will receive an end-of-year overall evaluation rating of 1 (Ineffective), 2 (Developing), 3 (Effective) or 4 (Highly Effective).

Teacher Performance on the MPS Framework for Teaching

MPS Framework for Teaching is based on research in educational psychology and cognitive science, as well as best practices in the field. The standards involve teaching processes and teaching outcomes and are the basis for classroom observations and evaluations. The framework provides a foundation for professional conversations among practitioners as they seek to enhance their teaching skills. It may also be used organization-wide as the foundation of mentoring, coaching, professional development, and teacher evaluation processes, thus linking all those activities together and helping teachers become more thoughtful practitioners. Developing a common understanding of the framework is critical; therefore, MSA-2 trains all teachers, school administrators, and staff on the MPS Framework for Teaching.

The annual evaluation process at MSA-2 involves frequent informal classroom observations and feedback for the teacher, a formal observation cycle, collection of evidence to foster collaboration with the teacher, and goal setting and monitoring. MPS will use on online tool to record and share classroom observation notes, feedback, evidence, forms, evaluation results, and all other related documentation. The tool can be used by both the teacher and the observer or evaluator in respect to their roles. Teachers are encouraged to conduct peer observations. Informal observations can be conducted by the school administrators as well as instructional coaches, department chairs, MPS Home Office support team, and other professionals. Informal observations are mainly conducted for the purpose of providing focused, constructive, and critical feedback to the teacher aimed at improving teaching, or sometimes, just for learning from the observations. While formal observations also provide feedback and guide coaching of the teacher like the informal ones, they form the basis for evaluation of job performance evaluation and are conducted by the school administrators.

The teacher being evaluated will take the lead in conducting the evaluation process through the use of self-assessment, reflection and by gathering evidence for teaching practice. The evaluator will conduct classroom observations to collect evidence on specific standards. Collaborative use of evidence and reflection will provide a basis for self-assessment, goal-setting, professional development, and

demonstration on specific standards and expectations. The evaluator and the school administrator will meet mid-year to discuss progress toward annual goals, and if necessary, any adjustment to action plans. The evaluator and the administrator will meet toward year-end to discuss progress or completion of goals and possible new goals for the next school year.

After completion of the evaluation process, each teacher will receive a rating of 1 (Below Standard), 2 (Approaches Standard), 3 (Meets Standard) or 4 (Exceeds Standard) for each standard on the MPS Framework for Teaching. Besides rating (1) Teacher Performance on the MPS Framework for Teaching, the evaluators will also score (2) Teacher Professional Qualities, Dispositions, and Responsibilities, (3) Student, Parent, and Staff Voices, and (4) Student Performance. The final score and the weight for each measure will be used to calculate an end-of-year overall performance score of the teacher. Depending on the overall performance score, the teacher will receive an end-of-year overall evaluation rating of 1 (Ineffective), 2 (Developing), 3 (Effective) or 4 (Highly Effective).

Classroom Observations

Classroom observations are at the heart of a teacher evaluation system. These observations have potential to identify strengths and address specific areas for growth in teachers' practice. The following are important to consider in order for observations to become a fair and reliable tool:

- Focus of the observation
- How evidence is collected
- How evidence is interpreted against performance ratings
- How observations and feedback are shared

MSA-2 uses two types of observations that work in collaboration:

Informal Observations/Walkthroughs:

- Are conducted minimum six (6) times a year per teacher (Recommended: every other week)
- Are 10-15 minutes in length
- Are unannounced
- Focus on specific standard or element (While not opposing the idea that observation can focus on any identified area for growth at any time of the year, MPS recommends an organization-wide schedule as outlined below.)
    - August-September: Domain 1: Learning Environment (Standards 1 & 2)
    - October: Domain 2: Planning & Preparation (Standards 3 & 4)
    - November-January: Domain 3: Instruction & Assessment (Standards 5, 6, & 7)
    - January-March: Domain 3: Instruction & Assessment (Standards 8 & 9)
    - April-June: Standards 8 & 9, and other identified areas for growth unique to each teacher
- Result in bite-sized feedback to the teacher (Recommended: Feedback on both strengths and areas for improvement; leverage questions, if applicable; notes about what worked best and what could have been done differently and why; and some targets for improvement, if applicable.)
- Connect to the teacher's goals, if applicable
- Guide the coaching work of the school administrator
- Can also be done by peers (Recommended: at least two peer-observations per year by each teacher)
- Are recorded on the "MPS Classroom Observation Form"

Formal Observations:

- Are conducted once a year per teacher (Can be conducted more for teachers who are new at MPS or have ratings of 1 or 2 on any standard)
- Take full class period
- Scheduled

- Have three parts called the “Formal Observation Cycle”: Pre-Observation Conference, Formal Observation, Post-Observation Conference.
- Are recorded on the “MPS Classroom Observation Form” and rated on the “Post-Observation Reflection Form.”

Evidence Collection:

Formal Observations need to capture evidence of everything that is happening in the classroom, both verbal and non-verbal: What was the teacher doing and saying? What were students doing and saying? What were the tasks? What interactions took place between and among the students and the teacher? There are typically four types of evidence the evaluators can collect during an observation:

- Verbatim scripting of teacher or student comments
- Non-evaluative statements of observed teacher or student behavior
- Numeric information about time, student participation, resource use, etc.
- An observed aspect of the learning environment

High quality evidence is important in fostering collaboration with the teacher. The evaluators need to be cautious in collecting evidence rather than recording their opinions. The following are some differences between opinion and evidence, respectively. Subjective vs. objective; ambiguous vs. unambiguous; may include value judgment vs. free of value judgment; draws conclusions, makes inferences or guesses vs. makes observations; summarizes teacher practice vs. gives proof of teacher practice.

Student, Parent, and Staff Voices

Research into teaching effectiveness indicates that student, parent, and staff voices play a powerful role in helping schools and districts learn how to improve teaching. Surveys have been the primary means of collecting student, parent, and staff voices about effective teaching. MSA-2 uses an online platform to provide students, parents, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and students’ own strengths and weaknesses. MSA-2 believes that student, parents, and staff have an essential role to play in informing school climate and teaching effectiveness: this feedback instrument provides teachers and other employees with valuable data about how students see their classes, how much parents are involved, and how to facilitate improvement.

Student Assessments at MSA-2

As explained in Standard 7 of the MPS Framework for Teaching, “Teachers are expected to use formative and summative assessment strategies to monitor student progress and to adjust instruction in order to maximize student achievement.” The measures that are used to assess student progress include all state-mandated standardized tests such as the Smarter Balanced Summative Assessments. MSA-2 also uses the Smarter Balanced Interim Assessments which are designed to support teaching and learning throughout the year; and the Digital Library, designed to support classroom-based formative assessment processes. MSA-2 administers both the Interim Comprehensive Assessments (ICAs) and Interim Assessment Blocks (IABs) to assess student learning and inform instruction during the year. The Smarter Balanced Interim Assessments are specifically designed to provide the following:

- Meaningful information for gauging student progress throughout the year toward mastery of the skills measured by the Summative Assessments
- Assessments of the CCSS, which can be used at strategic points during the school year.

MSA-2 teachers also have access to publisher or third-party-provided assessments, such as McGraw Hill, Illuminate, Accelerated Reader, and MAP. MSA-2 utilizes computer adapted MAP testing to measure student progress three times a year. Teachers also, with the help of published materials, create standards-aligned formative assignments and tests that are evaluated using rubrics.

Assessments at MSA-2 are not tests only. As detailed in Standard 7, MPS teachers are expected to use a variety of formative and summative assessments that are valid and reliable measures of student achievement. (Ex: performance assessments, portfolios, etc.) Assessments are expected to be aligned with learning objectives. (Ex: Unit assessments are aligned with unit standards and learning objectives.) At MSA-2, teachers provide students with choices of ways to demonstrate learning and students participate in the development of their learning outcomes. Teachers use summative assessment results to plan next units and redeliver instruction.

MSA-2 teachers are expected to closely monitor all students' progress toward meeting student learning outcomes. Teachers use technology, as appropriate, to conduct data analysis and communicate assessment results and student growth to all stakeholders (families, colleagues, administration, etc.) Teachers review summative assessment results with students, and students are involved in self-assessment, goal-setting, and monitoring progress.

Using Student Performance as a Measure of Employee Evaluation

MSA-2 continually strives to develop and refine its Student Performance metric for the purpose of measuring student achievement and growth at our school sites, as well as to inform teacher effectiveness. State and local accountability indicators along with interim and summative assessments provide valuable data on student performance and progress. MSA-2 also recognizes that a variety of assessments can and should be used to measure student progress, such as performance assessments and portfolios. As such, MSA-2 considers using a thoughtful combination of interim and summative assessments and state and local indicators, as well as student work. MSA-2 needs to make sure that Student Performance data used is of high quality as agreed by all stakeholders. While evidence of Student Performance will be collected and analyzed during the evaluation process, developing and refining a definite Student Performance metric in each subject area is an ongoing process that involves the collaboration of all our stakeholders. For practical calculation purposes and the fact that the CA School Dashboard provides performance levels for all students and for student groups on the state indicators, MSA-2 will use the state indicators as its Student Performance metric unless a different metric is identified and agreed upon. MSA-2 will base 20 percent of end-of-year overall evaluation on Student Performance.

Ongoing Consultation to Support Continuous Improvement

As explained above in detail, MSA-2 uses a variety of data and ways to assess the effectiveness of professional development activities and teacher effectiveness, including but not limited to, informal observations/walkthroughs, formal observations, student, parent, and staff voices, student achievement data, and teacher self-assessment. The coaching/mentoring process that involves goal-setting, progress monitoring, periodic observations, feedback, reflection, peer observations and mentoring is geared toward creating an individualized professional growth plan and support system for each of our teachers and administrators. As also explained Section "Professional Growth and Improvement," MSA-2 will continue to provide all employees with professional development opportunities to increase the effectiveness of their performance in their present positions, and to obtain skills, knowledge, and abilities which may improve their opportunities for advancement within the Organization through PD, induction, certification and other programs that are funded by various sources, including Title-II.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Professional development for teachers of English Learners will be extensive and ongoing at MSA-2. Professional development specific to ELs will endeavor to improve ELD instruction, facilitate the ability of teachers and school leaders to successfully implement the EL program, and help improve English language proficiency and subject matter knowledge of ELs.

(Note: Magnolia Public Schools (MPS) receives Title III, Part A funds as a consortium of 10 Magnolia Science Academies, of which Magnolia Science Academy-1 is the lead member school. The MPS EL Coordinator of the Consortium serves all 10 school sites.)

Effective professional development will include:

- An ELD workshop for teachers at the Summer In-Service.
- An overview of the EL Master Plan, including program placement, progress monitoring, and reclassification, presented to all staff.
- Sessions dedicated to English Language Development (ELD) training for teachers at the annual Fall and Spring Teacher Symposiums.
- ELD training and shared best practices at least once per month at the school-site level staff meetings.
- All core teachers will attend at least one third-party ELD training (this may be done off or on site; for example, attend a workshop offered by the county office, or hire a consultant to present to the staff on site).
- The MPS EL Coordinator will regularly attend high-quality professional development workshops and conferences, including a monthly Bilingual Directors' Meeting at the Los Angeles County Office of Education, and share resources and information with teachers and school leaders at MSA-2.
- When possible, MSA-2 EL Coordinator will attend professional development sessions and meetings with the MPS EL Coordinator.
- The MPS EL Coordinator will host two (one per semester) trainings/meetings for the site-level EL Coordinators. These meetings will review ELD strategies, best practices, an assessment of EL data at each school site, and evaluate the effectiveness of the EL program.
- Regular updates regarding ELs and ELD will be provided to all MPS principals and deans during monthly meetings at the Home Office.
- The MPS EL Coordinator and MPS Math Coach will provide a workshop to math teachers that will support EL access across the curriculum.
- The MPS EL Coordinator and MPS Student Services director will provide resources to help teachers and school leaders support dually identified students.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Immigrant Identification Policy and Procedures:

MSA-2 will identify immigrant children and youth by asking the following questions in our Home Language Survey during enrollment:

- Student's Birth Place (including the City, State, and Country)
- Date Student First Attended School in the U.S.
- Date Student First Attended School in California

In addition to the Home Language Survey, MSA-2 will use information collected through birth certificates and any available CALPADS and school records to check if the following criteria are met in order to identify immigrant children and youth:

- is aged three through twenty-one;
- was not born in any state (each of the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico); and
- has not been attending any one or more schools in the United States for more than three full school years (20 USC § 7011[5].)

Although many immigrant students are English language learners, this is not always the case. Students who meet the definition of "immigrant" above will be reported in CALPADS and school records regardless of their primary language or language proficiency level.

Services and Activities for Immigrant Children and Youth:

The following are some of the supplemental services and activities MSA-2 will provide our immigrant students with, depending on the immigrant students' needs and the population size:

- Family literacy, parent and family outreach, and training activities designed to assist parents and families to become active participants in the education of their children, including home visits to the families and trainings on the student information system and introduction to the educational system and civics education;
- Language acquisition programs; primary language assessments and support, as needed (e.g., Ballard & Tighe); academic vocabulary development (e.g., Kate Kinsella workbooks);
- Additional tutoring for newcomers in core subjects and electives;
- Counseling and mentoring services;
- Translation services for parents and students.

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

CORE Program - SEI Program

EL Program Overview: All English Learners at MPS schools receive both integrated and designated English Language Development, that is supported by high quality curriculum, monitoring, professional development, coaching, and assessments. Depending on the student's language proficiency level and grade level (determined by the ELPAC), an EL student may receive designated ELD in a full hour class (will not interfere with college requirements), 25-minute class, or during their ELA class. MPS schools use the McGraw Hill ELA curriculum (Wonders for elementary and StudySync for secondary) which have integrated and designated strategies and lessons built in. Integrated ELD is provided in all classes, and teachers are trained to utilize strategies such as SDAIE and the CHATS Framework. (Supplemental - the training for the modeling and implementation comes from Title-III, Part A funds.)

The CHATS framework is made up of components that are broken up into five areas around the acronym: C – Content Reading Strategies; H – Higher Order Thinking Skills; A – Assessment; T – Total Participation Techniques; and S – Scaffolding Strategies. This framework is designed to work in mixed, multilingual classrooms and the corresponding book (available to all MPS teachers) provides resources and examples of how teachers can use each component in their planning. Additionally, all MPS schools have also adopted a literacy program designed to encourage students to read and help students build their comprehension and vocabulary skills. Currently, our schools are using either the Accelerated Reader Program or the myON Reading Program.

As part of the English Learner program, MPS collects students' language proficiency scores, state assessment scores, and MAP scores, along with teacher feedback in order to monitor student progress towards successful reclassification. ELD teachers, coordinators, and school leaders (deans of academics) meet at least once per month to review English Learner student data and address any areas of need. All data is collected and monitored through Illuminate, our data management system. The MPS EL Coordinator follows up with each site regarding regular EL student monitoring and provides intervention and organizational support as needed. In addition to the monthly meetings designed to address English Learner progress, weekly professional development meetings are held at each school site. During these meetings, student achievement across all grade levels and sub-groups are assessed and discussed. Our principals, deans, and teachers closely monitor all students during development meetings in order to provide additional academic support and assess academic progress and programs in all subject areas.

Although the EL Coordinator's primary duty will be to provide the supplemental services outlined below to ELs, the EL Coordinator will also work with the Chief Academic Officer, on-site EL Coordinators, and Office Managers to support schools with accountability. Some examples of how the consortium will hold member schools accountable are:

- Create Title III folders for each school site with a calendar of notifications, procedures for notifying parents of ELs, certifications for notices mailed and data reported, attendance sheets for PD and parent meetings/workshops, etc. The MPS EL Coordinator will work with school leadership and on-site ELD Coordinators to ensure that folders are maintained and updated.
- The executive office manager will ensure and certify the timely submission of all CALPADS data pertaining to ELs.
- School leadership will certify the timely submission of all Title III notifications mailed to parents of ELs.
- The consortium EL Coordinator will work with site-level coordinators to conduct walk-throughs of classrooms to ensure program fidelity.
- The consortium EL Coordinator will support site-level coordinators and teachers with progress monitoring of ELs and provide a framework for progress monitoring.

Authorized activities chosen by the LEA relating to supplementary services as part of the language instruction program for English Learner students: In order to most efficiently utilize Title III funds within the consortium, an English Learner (EL) Program Coordinator has been hired to provide direct, supplemental services to English learners and teachers of English language learners at all consortium-member schools (10 in total). The EL Coordinator will support implementation of the LEA's EL Master Plan and program, as well as ensure that all appropriate ELL services are being delivered at each member school. Specifically, the EL Coordinator will provide the following services to member schools:

- Maintain, evaluate, and improve the EL Master Plan and EL Program based on the observations, data, and feedback from each member school.
- Provide coaching, and professional development to all teachers of English learners (for example, provide integrated and designated ELD support, teacher training, coaching on SIOP, CHATS, and SDAIE strategies, and model push-in support).
- Conduct lesson demonstrations and classroom observations/walk-throughs in order to help improve instruction delivered to ELs.
- Help teachers monitor the progress of ELs and reclassified students and create appropriate interventions and action plans as needed.
- Assist site-level coordinators and staff with the development of action plans and appropriate supports for Long Term English Learners and Newcomers.
- Lead and train ELD Coordinators at each school site, including facilitate team meetings as well as coordinate the EL program strategic planning process.

- Oversee the adoption and implementation of the ELD curriculum.
- Attend ELL-related professional development and share resources and best practices with teachers and school leaders.

The MPS EL Coordinator will provide services in a percentage of time proportional to funding. A Personnel Activity Calendar/Report will be maintained by the MPS EL Coordinator.

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

(A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and

(B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Please see Program Overview above in section "Title III Programs and Activities" for a detailed discussion of integrated and designated ELD, curriculum, and progress monitoring.

EL students are carefully monitored by both site-level EL Coordinators and the MPS EL Coordinator. Academic data will be regularly assessed to determine if intervention is needed, and appropriate action plans will be created that involve students, coordinators, teachers, deans, and parents. Reclassified EL students will also be monitored for a period of four years (where applicable) following their reclassification.

The Consortium EL Coordinator will work directly with teachers of ELs, on-site EL Coordinators, and school leaders to ensure that the consortium's curriculum, revised EL Master Plan, and Title III Plan are implemented consistently and with fidelity. This will include relevant professional development, teacher training, lesson demonstrations, classroom observations, and teacher coaching that will help improve instruction for English Learners and improve achievement objectives. The Consortium EL Coordinator will also work with school leaders to address areas of need and growth as measured by accountability measures.

The MPS EL Coordinator will visit schools on a rotational basis, and with site-level coordinators, use the MPS ELD observation template to conduct regular assessments of integrated and designated ELD across the core curriculum. This template will allow coordinators to provide appropriate coaching and feedback to teachers, as well as strategies for improving ELD instruction and engaging English Learners.

The ELD program will be regularly assessed for effectiveness and will include feedback from all stakeholders. Program feedback will be collected during leadership meetings and EL Coordinator meetings.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

(A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;

(B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;

(C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;

(D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and

(E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LEA is an independent, direct-funded charter school and it is a single-school LEA receiving an allocation below $30.000.

MSA-2 has identified the following strategies and actions that we plan to use Title IV, Part A funds to supplement our education program:

- MSA-2 will provide students with a well-rounded education including programs such as health and physical education, arts and civics, etc.
  - o In an effort to provide well-rounded education to our students, MSA-2 will strive to offer additional programs such as elective courses, clubs, health and physical education, arts, and civics;
  - o MSA-2 will strive to provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, and community service programs;
  - o MSA-2 will seek partnership opportunities with local universities and organizations to provide part of the programs mentioned above (health education, arts, civics, field trips, internships, community service programs, etc.)
- MSA-2 will provide students with STEAM focused programs such as science fairs, advanced math courses/clubs, and engineering activities:
  - o MSA-2 will design its master schedule to include Accelerated and Advanced math classes/clubs;
  - o MSA-2 teachers will mentor students with STEAM focused projects, experiments, models or demos in their classes;
  - o MSA-2 will design and implement engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, and Project Lead the Way (PLTW) programs;
  - o MSA-2 will seek partnership opportunities with local universities and organizations to provide part of the programs mentioned above (mentorship to our students, PLTW, Los Angeles County Office of Education (LACOE) partnership for STEAM related programs, etc.)
- MSA-2 will ensure that technology supports instruction.

- MSA-2 will assure that students have physical access, support, and time to use classroom, school, and community resources, including instructional materials and technology;
- Teachers will use accessible technology tools and other resources on a regular basis to engage and enhance learning and to differentiate instruction to meet the needs of every student. Teachers will effectively use challenging resources that are mentally, visually, aurally, and kinesthetically stimulating. (Ex: internet, PowerPoint, interactive white boards, document camera, multimedia, educational software, interactive games and simulations, apps, class website, lab materials, manipulatives, assistive technology, etc.)
- Teachers and students will keep up to date with technology and blended learning practices. Teachers will model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law and student maintaining internet security. Teachers will provide resources and instructional materials that require cognitive engagement. Students will choose, adapt, or create materials to extend learning.

▪ MSA-2 will provide students with 4-year plans and support programs to ensure timely high school graduation. Charter School will implement policies that encourage and support student attendance, positive student behavior and improvements. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.

- MSA-2 will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation and satisfaction of UC/CSU requirements;
- MSA-2 will implement restorative practices and Positive Behavioral Interventions and Supports (PBIS);
    - MSA-2 will implement restorative practices, PBIS, and alternatives to suspension.
    - MSA-2 will implement a positive behavior reward system and use its SIS for monitoring it.
- MSA-2 will offer Life Skills program to supplement instruction;
- MSA-2 will connect students and families with resources for social-emotional and behavioral support;
- MSA-2 will seek partnership opportunities with local universities and organizations to provide part of the programs mentioned above (Los Angeles County Office of Education (LACOE) partnership for PBIS, behavior counseling and coaching support, etc.)

MSA-2 aligns its federally-funded programs with the priority goals of the school and such funds provide the opportunity to innovate. The planning process supports continuous cycles of action, reflection, and improvement. We have identified the above-mentioned strategies and actions that we plan to use Title IV, Part A funds to supplement our education program through our information/input sessions including PTF meetings, SSC meetings, ELAC meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings. We will continually monitor implementation of the selected strategies and actions and reflect on their effectiveness; we will continue to inform our stakeholders and involve them in the cycles of planning, action, reflection, and improvement.

Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum Template

LEA name:

Magnolia Science Academy-3

CDS code:

19-10199-0115030

Link to the LCAP:

(optional)

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A

Student Support and Academic Enrichment Grants

*(**NOTE:** This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

Title I, Part A; Title II, Part A; Title III, Part A; Title IV, Part A

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

The MSA-3 LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. It provides us with an opportunity to share MSA-3's story of how, what, and why programs and services are selected to meet our local needs.

The Charter School LCAP committee, which includes the School Site Council (SSC) and other stakeholders, reviews input from all stakeholders and available data through surveys and student performance data. Based on stakeholder input and data (CA School Dashboard data, interim student assessment data, survey results, etc.), we reflect on our existing LCAP actions/services and measurable outcomes, continue or modify them for improvement, and we also plan for new actions and services as the needs arise.

The following are highlights from our LCAP and the strategies and actions that we plan to use federal funds to supplement our education program within the context of the LCAP actions and services.

LCAP Planned Actions/Services:	Strategy/Activity to Be Supported by Federal Funds within the Context of the LCAP Actions/Services:
▪ Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance. ▪ Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials. ▪ Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of	▪ Charter School will ensure that all teachers are supported with their credentialing needs and that they participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. Charter School will also monitor and evaluate teachers for their performance. ▪ Charter School will monitor how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. Charter School leadership team will make daily classroom observations using the MSA-3 teacher observation protocol which includes walkthroughs, informal and formal observations and formal evaluation.

standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom visits.	▪ Charter School will evaluate its teachers for their performance. Charter School will identify those areas the teachers need improvement to become more effective and efficient at their jobs and communicate with teachers about performance, mutually establish goals and identify actions for progress, and evaluate results. Charter School may use evaluation results as basis and documentation for performance pay, transfer, promotion, reassignment, or disciplinary action. **Rationale/Evidence:** To increase teacher effectiveness to improve teaching and learning in the classroom based on teacher PD needs assessment and evaluations.
▪ Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. ▪ Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.	▪ Charter School will provide CCSS aligned ELA and math instruction and ELD instruction, support and intervention to ELs and immigrant students, and monitor student progress in ELA/Literacy, math, and ELD as measured by the MAP tests and other assessments. ▪ The EL program coordinator sponsored by the Title III consortium lead will monitor MSA-3 protocol for teacher observation and feedback regarding the implementation of the ELD program monthly. ▪ The EL program coordinator sponsored by the Title III consortium lead will evaluate the EL services at the school at least semesterly. **Rationale/Evidence:** To provide necessary support to meet the unique needs of our ELs and immigrant students in attaining language and academic proficiency. (Based on ELAC input, the CA School Dashboard EL student group data as well as internal assessments.)
▪ During the day, Charter School will provide additional supports and interventions to all students, including ELs. ▪ Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. ▪ Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.	▪ Charter School will select a research-based reading intervention and math program that targets the individual literacy needs of struggling students and English Learners and includes ongoing assessments of student growth. ▪ Teachers and the leadership team will monitor student progress in ELA and math as measured by in-class/benchmark assessments, MAP and IABs. **Rationale/Evidence:** To provide necessary support to meet the unique needs of struggling students in their core classes and to monitor their progress. (Based on SSC input, the CA School Dashboard ELA/Literacy and mathematics assessments as well as internal assessments such as MAP and IABs.)

▪ Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. ▪ Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. ▪ Charter School will offer "Advisory" classes (college planning and career exploration program) and "College Readiness" classes and programs preparing students for college readiness, including test prep for ACT/SAT.	▪ Charter School will promote a college-going culture through dual enrollment, AP courses, college visits, and other college related activities. **Rationale/Evidence:** To ensure our students are college/career ready. (Based on our mission to provide a college preparatory educational program, SSC and Parent Task Force (PTF) input, the CA School Dashboard four-year cohort graduation rate and College/Career Indicator (CCI) as well as PSAT/SAT/ACT results.)
▪ Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. ▪ Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.	▪ In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, clubs, health and physical education, arts, and civics. ▪ Charter School will strive to provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, and community service programs. **Rationale/Evidence:** To increase student access to a broader course of study that supports well-rounded education. (Based on students' needs and interests and student and parent survey results.)
▪ Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8. ▪ Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.	▪ Charter School will design and implement engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, and Project Lead the Way (PLTW) programs; ▪ Charter School will seek partnership opportunities with local universities and organizations (mentorship to our students, PLTW, Los Angeles County Office of Education (LACOE) partnership for STEAM related programs, etc.) **Rationale/Evidence:** To increase student participation and achievement in innovative STEAM related courses and programs. (Based on research and our school's vision to graduate scientific thinkers who contribute to the global community as socially responsible and educated members of society.)
▪ Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.	▪ Teachers will use accessible technology tools and other resources on a regular basis to engage and enhance learning and to differentiate instruction to meet the needs of every student. Teachers will effectively use challenging resources that are mentally, visually, aurally, and kinesthetically stimulating. (Ex: internet, PowerPoint, interactive white boards, document camera, multimedia, educational software, interactive games and simulations, apps, class website, lab materials, manipulatives, assistive technology, etc.)

	▪ Teachers and students will keep up to date with technology and blended learning practices. Teachers will model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law and student maintaining internet security. Teachers will provide resources and instructional materials that require cognitive engagement. Students will choose, adapt, or create materials to extend learning. **Rationale/Evidence:** To engage and enhance learning and to differentiate instruction to meet the needs of every student. (Based on research and teacher PD needs assessment and evaluations.)
▪ Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings. ▪ Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. ▪ Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level. ▪ Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement. ▪ Charter School will annually administer school experience surveys to students, parents, and staff.	▪ Charter School will pursue an integrated strategy to support the exchange of information, purposeful interaction, and meaningful participation between the school, families, and community partners to support student learning and achievement. This will include but not be limited to SSC, ELAC, and PTF meetings, parent activities/events, web portal, home-visits, and school experience surveys. ▪ Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL students and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. ▪ Charter School teachers will schedule and make home-visits. Teachers will document the visits, evaluate them and share necessary information with the appropriate staff (grade level team, counselor, administrator, etc.) ▪ Charter School will use an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and students' own strengths and weaknesses. This feedback instrument will provide teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. **Rationale/Evidence:** To increase our stakeholders' connectedness through parental participation in programs and parent input in making decisions for the Charter School so our stakeholders feel a sense of community. (Based on research; our school community's positive experience with our meetings, programs, and home visits; parent input and feedback as well as

	student, parent, and staff survey results.)
▪ Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs. ▪ Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. ▪ Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation. ▪ Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices. ▪ Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	▪ Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation and satisfaction of UC/CSU requirements. ▪ Charter School will implement restorative practices and Positive Behavioral Interventions and Supports (PBIS). o Charter School will implement restorative practices, PBIS, and alternatives to suspension. o Charter School will implement a positive behavior reward system and use its SIS for monitoring it. ▪ Charter School will offer Life Skills program to supplement instruction. ▪ Charter School will connect students and families with resources for social-emotional and behavioral support. **Rationale/Evidence:** To increase our students' sense of safety and school connectedness by providing academic, behavioral, and social-emotional support; to increase high school graduation rate and student attendance; and to avoid chronic absenteeism, school dropout, student suspension and expulsion. (Based on research; our school community's positive experience with PBIS; student, parent, and staff input and feedback as well as survey results.)

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

MSA-3's vision is that our graduates are scientific thinkers who contribute to the global community as socially responsible and educated members of society. MSA-3 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. We have identified the following core values, which are reinforced through our curriculum, student learning outcomes (SLOs), and all school activities: Excellence, Innovation, and Connection. Our three LCAP goals stem from our core values:

- EXCELLENCE: All students will pursue academic excellence and be college/career ready.
- INNOVATION: All students will become independent, innovative scholars.
- CONNECTION: All students, families, staff, and other stakeholders will feel a sense of community and connectedness.

In order to promote learning and provide a more positive learning experience for our students, MSA-3 has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our accountability plans (LCAP, LCAP Addendum, SPSA, WASC, etc.)

Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings. Parents on our PTF and SSC also serve as our parent advisory committee for Local Control and Accountability Plan (LCAP). Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our parent advisory committee and ELAC provide valuable input for the LCAP and SPSA. In addition, the Charter School conducts surveys for parents, students, and staff, and the Charter School staff make home visits. These all serve as ways to inform, educate, and gather input & feedback from all critical stakeholders.

MSA-3 has an approved charter petition with measurable student outcomes and methods to assess student progress, a SPSA with planned improvement in student performance in reading and mathematics and in programs for English Learners, and a WASC action plan for continuous school improvement. Therefore, the LCAP and the LCAP Addendum are received by our community as a comprehensive planning tool that draws from all other school plans and addresses the state priorities and locally identified priorities as well as the ESSA requirements.

MSA-3 aligns its federally-funded programs with the priority goals of the school and such funds provide the opportunity to innovate. The accountability plans planning process supports continuous cycles of action, reflection, and improvement. The academic, accountability, and finance departments at our Home Office and our back-office support provider work closely with us; they monitor and support our progress as well as review every federally-funded expense to ensure funds are expensed appropriately and that we are compliant. Our budgeting and accounting processes are designed so that state and local funds and federal grant funds are all budgeted and accounted for and aligned according to our school accountability plans.

MSA-3 teachers and administrators continually analyze schoolwide and disaggregated student achievement data (CA School Dashboard, CAASPP, NWEA MAP, ELPAC, IABs, grades, etc.) as well as SEL and survey data, teacher observation data, and input from all stakeholders to:

- Improve safe learning environments and promote student engagement;
- Identify targeted areas for curriculum, instruction, and other program improvements to support the academic achievement and social-emotional well-being for all students;
- Implement a multi-tiered system of support available to all students to provide increasing levels of support and academic intervention to meet the needs of students;
- Consistently modify interventions based on formative data to more effectively meet the learning needs of all students;
- Align policies, resources, and funding to our documented LEA goals and priorities, and oversee the impact of those funds;
- Select research-based practices;
- Monitor school progress, guide instructional practice, and make school governance decision;
- Adopt a multi-year, standards-based professional learning plan, based on data and a needs assessment and organized around a comprehensive set of program priorities;
- Monitor the effectiveness of the professional learning plan and to determine new opportunities;
- Provide intensive and targeted support of teachers through coaching and mentoring programs;
- Monitor the effectiveness of programs and practices and make necessary revisions in order to continuously increase student achievement;
- Determine next steps in order to clearly understand the challenges within the school community;
- Retain highly effective and qualified teachers that have the necessary skills to implement evidence-based practices;
- Make effective decisions that benefit students.

As described above, MSA-3 strives to attain a collaborative culture of data analysis, needs assessment, planning, aligning funding to our documented LEA goals and priorities, reflection, and improvement. All our stakeholder groups (parents, students, staff, SSC, ELAC, PTF, Home Office support team, Board of Directors, charter authorizer, ACS WASC, and our community partners) are critical, active, informed, and responsible participants in this process to ensure we make effective decisions that benefit students.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 *(as applicable)*

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

(A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;

(B) identifying students who may be at risk for academic failure;

(C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and

(D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 *(as applicable)*

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 *(as applicable)*

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

(A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and

(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 *(as applicable)*

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 *(as applicable)*

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. (N/A if your LEA is a charter school or COE)

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and it is a single-school LEA.

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

In order to promote learning and provide a more positive learning experience for our students, MSA-3 has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual LCAP and other plans such as the LCAP Addendum and School Plan for Student Achievement (SPSA).

Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings. Parents on our PTF and SSC also serve as our parent advisory committee for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, immigrant students, etc.) Feedback from our parent

advisory committee and ELAC provide valuable input for the new LCAP. In addition, MSA-3 conducts surveys for parents, students, and staff, and the school staff make home visits. These all serve as a way to inform, educate, and gather input & feedback from all critical stakeholders.

MSA-3 holds periodical meetings to gather input from our stakeholders. These include monthly PTF meetings, quarterly SSC meetings, quarterly ELAC meetings, monthly parent activities/events including Coffee with the Principal meetings, weekly staff meetings, and other stakeholder meetings. The school conducts a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. A majority of our stakeholders participate in this survey. MSA-3 staff also makes home visits annually and seeks feedback from the parents for school improvement.

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

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

Within 60 days of the beginning of school, the School sends [e.g., via mail, sent home with students, and/or placed in orientation packets and/or registration packets] a notice to all parents containing, but not limited to, the following information:

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

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

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

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

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

community members selected by parents, and pupils. Classroom teachers shall comprise the majority of persons represented under category (a). (Education Code Section 52852) Furthermore, Education Code Section 52852 states that parents or community members on the SSC may not be employed by the school district.

Additionally, the SSC will be involved in decisions regarding how funds reserved for parent involvement activities are allotted for those activities.

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

Building Capacity for Involvement:

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

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

- The LEA will encourage parents to serve on its board of directors;
- The LEA will seek input from the PTF and the SSC on ways to assist parents to understand the Standards and Requirements.
- The LEA will encourage parents to serve on its board committees.
- The LEA will regularly publish in its Newsletter, and/or on its website, descriptions and explanations of State academic content standards and State student academic achievement standards, State and local academic assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve the academic achievement of their children.
- Regular meetings will be held by the LEA at community libraries and/or parent volunteer homes to discuss how parents can work with educators to improve their child's academic achievement.
- The LEA will hold Back to School nights to introduce parents to the School's curriculum and its correlation to the State's academic content standards and academic achievement standards.
- Parents will be invited to attend regular classes to learn about State and local academic assessments and to take sample tests.

B. Helping Parents to Work with their Children

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

- Student-Teacher Status Portal: MSA-3 uses an online web portal to enable parents, students, and teachers to communicate more efficiently. Teachers have a webpage for every class in which they post course material, homework assignments, projects, course grade statistics and records of students' grades on quizzes, tests, class participation and homework assignments. Students and parents use confidential passwords to log on.

Families without home computers will be encouraged to come to the school and use one of the available computer stations. Classes are held at the school on how to use the portal as well as how to access it via free Internet access at public libraries if that is more convenient than coming to the school.

- The LEA will provide parents with access to literacy programs that bond families around reading and using the public library.
- The LEA will provide annual seminars on parenting skills and parent-child communication.
- The school's psychologist will work with parents to better understand their children and the issues facing them.
- The LEA will train parents how to tutor their children in the school.
- Individualized student and parent advisory sessions: Each of LEA teachers and mentors will be assigned to a small group of students. They will arrange two to four meetings at school during the school year to discuss their students' academic achievements.
- One-on-one meetings with the parents of academically low-achieving students to support the parent in providing the student the study environment he/she needs.

Education on Parent Involvement:

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

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

- Home Visits: Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, the LEA will use home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with low-achieving students.
- The LEA teachers will visit students at their homes to enhance student learning and involvement. Family visits offer invaluable insights about students. They can provide new understanding about students' learning styles. Visits might also reveal the emotional and social needs and behaviors of students. It is helpful to know if they react to problems with tears, anger, or withdrawal, and how they socialize with peers. Through family visits, teachers can identify students' latest interests or concerns, such as a new hobby, an upcoming trip, or a change in the family.
- A phone tree will be established where volunteers call all parents of participating students to solicit feedback and ideas for building ties between parents and the LEA, how to best communicate with parents and how to work with parents as equal partners.
- A survey will be sent home to parents of participating students that solicits information on what skills each parent has to offer the LEA and what types of parental involvement programs in which parents would most likely participate.

Other Optional Parent Participation:

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

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

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

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

School-Parent Compact:

At the beginning of each school year, the School will enter in to School-Parent Compacts with parents of participating children. The School-Parent Compact will outline how parents, the entire school staff and students will share the responsibility for improved student

academic achievement and the means by which the School and parents will build and develop a partnership to help children achieve the State's high standards.

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

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

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

- The LEA will hold regular meetings, and send notice of these meetings, for the purpose of formulating and responding to recommendations from parents of participating children.
- The LEA will provide language translators at parent meetings to the extent practicable.
- The LEA will schedule meetings to enable families to share information about culture, background, children's talents and particular needs for the schools.
- The LEA will provide parents of limited English proficiency with access to English as a Second Language (ESL) classes to increase their English language proficiency to assist their children with homework. The school's principal will visit the classes to interact with the parents.
- English Learner Advisory Committee: The English Learner Advisory Committee (ELAC) is mainly a committee of parents or other community members who want to advocate for English Learners. The committee provides parents of English Learners opportunities to learn more about the programs offered to their students and advises the principal and the School Site Council (SSC) on programs and services for English Learners.

State law mandates each school site with 21 or more students of Limited English Proficiency (LEP) in attendance, regardless of language, to form a functioning English Learner Advisory Committee (ELAC).

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

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

Notices:

In accordance with law, the LEA will provide the following notices to our parents:

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

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

As explained in Section "Parent and Family Engagement," MSA-3 parents and families are involved in the development of the LCAP Addendum, School Plan for Student Achievement (SPSA), and the LEA's Local Control and Accountability Plan (LCAP). On an annual basis, MSA-3 will submit California Department of Education ("CDE") –required plans to the Parent Council for review and suggested changes before appropriate plans are submitted to the authorizers and the CDE with the Consolidated Application. In addition, all parents of participating children will annually be invited to review the LEA's plans and submit comments.

All parents will be involved, to the extent applicable, in the process of school review and improvement. This includes disseminating the results of the local annual review of each school served under Title I, Part A to parents. In addition, the parents will be invited to annually review the effectiveness of the parental involvement policy and other Title I, Part A activities and provide comments to the LEA.

Programs:

MSA-3 will implement the Multi-Tiered System of Supports (MTSS) as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system to support students. The framework of MTSS utilizes high quality evidence-based instruction, intervention, and assessment practices to ensure that every student receives the appropriate level of support to be successful. A Multi-Tiered System of Supports align with the academic standards and behavioral expectations, in order to accelerate the performance of every student to meet and/or exceed proficiency.

To support students academically, social-emotionally and behaviorally, and create a climate of academic success, MSA-3 recognizes that we must address the needs of the entire child. Often, we focus on punitive and remedial practices, therefore, we may unknowingly reinforce unwanted and antisocial behaviors. MSA-3 implements a positive behavior support program. Program expectations require students to be Safe, Responsible and Respectful. The school tracks behaviors using a point system, to reward students for demonstrating positive behavior. Our school personnel (Dean of Academics/Department Chairs) lay a foundation to engage students and enhance learning. Our school community works together to establish agreed upon norms, build relationships, learn pro-social behaviors, improve academics and demonstrate a culture where adults encourage motivation and knowledge is co-constructed through multi-tiered systems of support.

MSA-3 has ability to quickly identify low-achieving students through frequent benchmark assessment and review of individual student data. Students who are achieving substantially below grade level are recognized through multiple measure assessments including in-class assessments, NWEA MAP assessments and other program data through ALEKS, Khan Academy, myON and StudySync.

MSA-3 utilizes data and progress monitoring to determine best practices to support student achievement. Teachers and student stakeholders are invited to meet with teachers to discuss possible intervention methods and learn how they can participate in helping with their child's education. Parent-teacher meetings at the school are followed by home visits as needed.

The intervention model that is written into the schedule for the MSA-3 program is flexible intervention that can be used with a variety of curriculum and varying schedules. MSA-3's principal approach is to intentionally build consistent math and ELA intervention time into the entire school schedule. A variety of implementations are used. Implementation strategies may include:

- Intervention block every day or 2-3 times per week (a student may have reading intervention on one day and math on the next)
- Intervention/Enrichment computer tutorials where the teacher can tutor selected students
- Specialist, instructional assistant, and volunteer support during intervention time
- Divide students up by need and send to different teaching team members for support during intervention blocks

During intervention teachers use educational materials that provide review, re-teach and enrichment programs. McGraw Hill's publisher resources, ALEKS, Curriculum Associates' Ready Common Core program, Kuta software, Khan Academy, Accelerated Reader and Accelerated Math program, Achieve3000, and Buckle Down allow teachers to monitor the progress of students who are achieving below grade level and provide software generated tests and personalized instructional materials based on CCSS and areas of growth. MSA-3 has Teacher Assistants on all levels to support overall achievement.

Tiered intervention implementation is outlined below. Student progress is closely monitored through a well-integrated system of instruction and intervention guided by student assessment data.

Intervention Cycle and Process

MSA-3 uses the following to inform, monitor, and implement response to intervention strategies:

- Historical student data
- Data related to SBAC results and Spring NWEA MAP data from previous year
- NWEA Diagnostic data
- Fall NWEA MAP
- Progress monitoring data
- Classroom Assessment Data
- SBAC Interim Data
- SBAC Interim Block Assessment
- SBAC Interim Comprehensive Assessment
- Spring MAP
- Winter MAP (optional)

Tier 1: High-quality instruction, progress monitoring, differentiated learning, group interventions, classroom accommodations

The RTI process begins at Tier 1 with high quality instruction and universal screening of all children within the general education setting. Through the use of formative assessments such as the MAP test, the school establishes a baseline to identify students who need additional support and struggling learners are provided classroom accommodations and differentiated instruction to meet their needs. Tier 1 academic supports include technology-rich instruction, progress monitoring, differentiated learning, group interventions and classroom accommodations. Using strategies and tools such as adaptive programs, NWEA MAP universal screening, Integrated and Designated ELD, Explicit Direct Instruction, and Culturally Responsive Teaching. Tier 1 behavioral and socio-emotional supports are centered around School-Wide PBIS, led by the Dean of Students. With clear expectations taught through a Life Skills course and etiquette program students earn rewards for desired behaviors. Assemblies, student surveys and our SSPT process encourage student participation and voice.

Within Tier 1, a student may receive the following supports:

- Adaptive programming in McGraw Hill's ALEKS and StudySync
- Khan Academy
- BrainPOP ESL
- Discovery Education
- myON
- National Geographic
- 1:1 devices

- Advisory/SSR

The length of time in Tier I interventions may vary, but generally does not exceed eight weeks. During that time, the school will continue to evaluate student progress based on interim data such as Smarter Balanced Interim Block Assessments, Comprehensive exams, and classroom assessments. At the end of this period, students showing significant progress are exited from interventions, while those needing more intensive supports are moved to Tier 2. A student success team is gathered to determine intensive support.

Tier 2: Targeted Interventions

Tier 2 focuses on targeted interventions to create a high-quality differentiated environment where students are supported to engage at their optimal levels. The school uses co-teaching strategies, and "Power" classes for mathematics and ELA intervention. Additionally, students with targeted needs receive tutoring, Saturday and Summer school instruction is available universally. When students are identified as needing additional support, restorative practices are utilized such as peer mediation, new-comer and behavior management support groups, community restoration assignments, goal setting and monitoring and Edge Coaching.

Students not making adequate progress with Tier I interventions are matched with more intensive academic and/or behavioral support based on their needs. These services are provided by general education teachers, math and literacy coaches, and special education teachers. In small groups and within the general classroom setting, students may access:

- Power Classes (Math and English)
- Co-taught classes
- Push-in support
- Before and after school tutoring
- SSR/Advisory

Pull out supports are utilized to support students who require additional academic support and the learning lab will be used.

Students receiving Tier 2 interventions may require a longer period of monitoring, however, it does not typically exceed a semester. Students who do not demonstrate progress are moved into Tier 3. While students who have shown significant progress are placed into Tier 1.

Tier 3: Intensive Interventions and Evaluation

Tier 3 assists those students in most academic need. Our schools have both push-in and pull-out services with specialists to ensure students' needs are met. Using of our Special Academic Instruction program, instructional aides, learning centers, and Saturday school we are able to help our most struggling learners close the achievement gap. Support for our exceptional learners include search and serve to meet their needs and an accelerated math pathway. Supports for behavior and socio-emotional are centered around restorative practices. Utilizing reflection committees, we determine the proper intervention for individual students. Using trauma-informed practices and socio-emotional wellness, these strategies and programs address the needs of all scholars including the most vulnerable, academically and emotionally unresponsive students.

In Tier 3 of the MSA-3's RTI program, students receive individualized, intensive interventions that target specific skill deficiencies that include:

- All Tier 2 interventions
- Push-in and Pull-out support: Education Specialists, Intervention Teachers, and Literacy Coaches provide push- in and pull- out support in core classes to learners receiving Tier 3 interventions. Support providers assist teachers in creating accommodations and differentiated learning experiences so that all students may access class materials. If it is deemed that students would benefit from further individualized support, they are pulled out for more intensive instruction.
- Study Skills classes: Study Skills courses are taught by Education Specialists as an elective course for students in need of additional support in note taking, organization, exam preparation, assignment completion, and time management.

- Instructional aides in the classroom: Instructional Aides support teachers with instruction by working individually with students, assisting in stations, clarifying instructions, and reteaching. IA's also provide behavioral support and reinforce the school's Positive Behavior Interventions and Support ("PBIS").
- Saturday School: Students assigned to Saturday School work with teachers on foundational skills related to their coursework.
- Learning Center: The Learning Center or Resource Classroom is designated as a space for both Special Education and General Education students to receive academic support from Education Specialists and Instructional Coaches. Students can complete assignments, test in small settings, use computers, and work with their peers on group assignments.

If the Student Success Team believes further intervention is necessary, then the student may be referred to special education or 504 services.

While Tier 3 students may access a variety of academic supports before and after school including tutoring, Saturday school, and teacher coaching, the majority of interventions are given throughout the school day to ensure that students receive the full benefits of their individualized instruction. Services in the learning center, push-in and pull-out assistance, instructional aides, and study skills classes are all provided to students during the school day.

Equitable Access to the Curriculum:

MSA-3 utilizes an instructional program that emphasizes equitable access to the curriculum for all learners, including students with disabilities. These include:

Co-Teaching/Push-in/Pull-out Support- MSA-3 supports its exceptional populations by utilizing multiple methods of providing special education services. MSA-3 fosters an inclusive model of education. As such, Professional Development in the area of co-teaching allows teachers to grow their ability to educate and service students of varying abilities. In order to effectively implement a co-teaching model, special education and general education teachers are given time to co-plan and develop lessons so that students are provided appropriate supports and accommodations. Students who require additional assistance, receive services in a push-in or pull-out model where they receive more individualized attention.

Additionally, the digital formatting of our McGraw Hill curriculum allows teachers to collaborate on unit and lesson plans to ensure that all students' accommodations and needs are being addressed. This system is setup such that all students attend every class. The Special Education teacher and various paraprofessionals provide instructional support within the general education setting. This allows for all student groups to be supported while participating in the least restrictive environment throughout the day.

Embedded Supports- In addition to the on-site staff coordinated by the Special Education and/or RTI Coordinator, MSA-3 contracts with an outside service provider to support children's learning needs, such as intervention specialists, speech and language therapists, and occupational therapists who work with teachers to provide the least restrictive and most accessible learning environment. Special education aides work directly in the classroom, providing customized support to students throughout the day, and are valuable members of the team.

Differentiated Instruction- Teachers at MSA-3 deliver a curriculum that is tailored to each student's interests and needs. This support includes accommodations, use of technology, and data-informed decisions, such as utilizing Lexile reading scores and bringing technology into the classroom.

Socio-economically disadvantaged/low income students:

The instructional design of MSA-3 addresses the needs of low-income and socio-economically disadvantaged students, who make up the overwhelming majority of our enrollment. Socio-economically disadvantaged students are identified through their participation in the Free and Reduced Lunch program. Counseling, intervention/remediation, individual tutoring and free eligibility to after school social, academic and athletic programs are some of the many programs that support our socio-economically disadvantaged students. Home visits, motivational guest speaker programs, parent meetings, university and college visits, and instructional field trips are planned to shape the educational vision of the student and the family. Socio-economically disadvantaged students have role models around them who will inspire motivation to focus on lessons and self-confidence with the discovery of their potential.

The Charter School administration ensures that these programs are available to all students, including socio-economically disadvantaged students, and works with the teachers and parents to encourage for student participation in these programs. The administration monitors the performance and progress of socio-economically disadvantaged students through the use of MSA-3's data cycle.

Annual Evaluation:

MSA-3 implements a schoolwide program where the comprehensive needs assessment is done and evaluated annually with our stakeholders based on many achievement and growth metrics, including CAASPP proficiency rates in ELA/Literacy and math, CA School Dashboard status and growth data, NWEA MAP growth data, student grades, and other assessments described in this section.

MSA-3, with the involvement of parents and our SSC, conducts an annual evaluation of the content and effectiveness of our schoolwide programs as well as our family involvement policy in improving the academic quality of the school under Title I, Part A, including identifying barriers to greater participation by parents in activities under ESSA. MSA-3 pays particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. MSA-3 will use the findings of such evaluation to design strategies for more effective parental involvement and to revise, if necessary, our family involvement policy. Please see section "Parent and Family Engagement" for more details.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

LEA is an independent, direct-funded charter school and it is a single-school LEA. MSA-3 Homeless Liaison shall ensure that:

1. Homeless students are identified by school personnel and through coordination activities with other entities and agencies.
2. Homeless students enroll in and have a full and equal opportunity to succeed at MSA-3.
3. Homeless students and families receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by MSA-3, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.
4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
6. Enrollment/admissions disputes are mediated in accordance with law, the MSA-3 charter, and Board policy.
7. Parents/guardians are fully informed of all transportation services, as applicable.
8. School personnel providing services receive professional development and other support.
9. The School Homeless Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the

Higher Education Act of 1965 and that the youths may obtain assistance from the School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

Homeless children and youth will be identified through:

1. The application process for enrollment (self-identification)
2. School personnel recommendations
3. Coordinated activities with other entities and agencies

MSA-3 will comply with all federal, state, county, and other data collections and reporting requirements regarding homeless children and youth.

In order to provide equal access to our school, the MSA-3 annual student recruitment plan shall include efforts to reach homeless families, children, and youth via free public events, community centers, and local homeless service providers. Homeless students may also be identified at the time of enrollment (through self-reports).

Homeless youth will not be discriminated against in the application process. Homeless children and youth will be allowed to apply for enrollment in accordance with current MSA-3 enrollment policies even if the parent/guardian is unable to provide the school with the records normally required for enrollment such as previous academic records, birth certificate, medical records, proof of residency, or other documentation. The MSA-3 designee shall immediately contact the school last attended by the student to obtain the relevant records. If the student needs to obtain immunizations or does not possess immunization or other medical records, the designee shall refer the parent/guardian to the homeless liaison. The liaison shall assist the parent/guardian in obtaining the necessary immunizations or records for the student.

In the case of an unaccompanied youth, the homeless liaison shall assist in the enrollment process. Unaccompanied youth shall be immediately enrolled if space is available even if unable to provide the school with the records normally required for enrollment (as above), and despite lack of parent or legal guardian's supervision or permissions, or "power of attorney" by supervising adult.

Any confidential record ordinarily kept by the school, including immunization or medical records, academic records, birth certificates, guardianship records, and evaluations for special services or programs, of each homeless child or youth will be maintained so that the records are available, in a timely fashion, when a child or youth enters a new school or school district.

Homeless students automatically qualify for free breakfast and lunch at MSA-3. Families do not have to fill out an application or provide proof of income. Homeless students will be added to the free meals program as soon as they have been identified.

Per the McKinney-Vento Act, LEAs must provide services to homeless children/youth that are comparable to those received by other students in the school selected, including transportation. In addition, schools must provide transportation for homeless students to and from their school of origin, if feasible.

MSA-3, where feasible, applicable, at the request of the parent/guardian and/or in the best interest of the homeless children and youth shall provide transportation to students experiencing homelessness to ensure the students are able to stay at MSA-3 for the duration of their homelessness. MSA-3 may work with the youth's district of residence or other agencies to provide transportation services.

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

(A) through coordination with institutions of higher education, employers, and other local partners; and

(B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LEA is an independent, direct-funded charter school and it is a single-school LEA serving students in grades 6-12.

Dual Enrollment:

MSA-3 provides a college preparatory educational program emphasizing science, technology, engineering, arts and math in a safe environment that cultivates respect for self and others. Through Honors courses, AP courses and dual enrollment courses, students who demonstrate high achievement, interest and/or ability are provided the opportunity for a rigorous learning environment. As we encourage our students to have an accredited college/university/post-secondary institution (“college”) course-taking experience as early as possible, we also work with our students to ensure it is a successful one and that it complements the rigorous course schedule offered at MSA-3.

College Pathways Program:

MSA-3 upholds the belief that college is attainable through academic success and persistence. The MSA-3 College Pathways program provides students with the emotional and instrumental support students need to graduate college and career ready. By providing timely information and guiding students through the college application process, our College Counselor plays an integral role in nurturing students’ college aspirations, supporting college preparation activities, finding best-fit colleges, universities and career programs, and advising students on how to make successful transitions from high school to their colleges of choice.

A distinguishing feature of our College Pathways program is the active participation of our students in the development and design of their future academic pathways. Our college counselor works individually with parents and students on a Four-Year Plan that outlines graduation requirements, tracks extracurricular and volunteer activities, and builds students’ resumes in order to support them in the college application process. Special programming is offered to students to develop interests and build on skills needed for credentialing and certification for specific trades.

To enrich college-going activities, our College Counselor and students regularly visit college campuses, research requirements, and explore financial aid and scholarship options. College advising teams work together to track UC/CSU A-G requirement completion, credits completed towards graduation, scholarship eligibility, scholarship applications, Personal Statements, progress towards college application submission, and more.

Additionally, MSA-3 is invested in monitoring the postsecondary pathways of our graduates including the transfer, persistence, and completion trends across the spectrum of institutions including 4-year universities, 2-year colleges, trade/technical schools, and the military. Our alumni network is strong with students returning as tutors, mentors and contributors to our rich learning environment. By serving students as a tangible resource, the college mentorship program is able to greatly increase positive outcomes for our students.

Advisory Program:

Our students take Advisory all four years of high school. Each student works closely with their Advisory teacher to develop their Four-Year Plans, exploring and setting academic and career goals. Students take part in team building activities, community service opportunities and work on their high school portfolio. Advisory also provides curriculum to increase student knowledge and ability

in skills necessary for everyday living. The program emphasizes defining personal values, goal-setting and planning, making decisions and solving problems, evaluating information and dealing with media and peer pressure, communication and relationships, decision-making, wellness and personal safety, and contributing to your community.

College Readiness Course:

MSA-3 offers a college readiness course to all our juniors and seniors that focuses on preparing students to complete college applications by creating a portfolio that includes CSU Mentor High School Planner, UC/ Private School Personal Statement, EOP application, SAT/ACT registration and preparation, and FAFSA Forecaster.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

(A) assist schools in identifying and serving gifted and talented students; and

(B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LEA is an independent, direct-funded charter school and it is a single-school LEA serving students in grades 6-12.

MSA-3 may use Title I, Part A funds to support our GATE Program and School Library/Reading & Digital Literacy Skills Program as described below.

GATE Program:

MSA-3 is committed to supporting gifted and highly capable students in a safe, caring environment which promotes a college preparatory, STEAM education. Instructional programs for Gifted and Talented students are based on the core principles that all students have the potential to excel and should have the opportunity to develop their individual abilities, interests and potential. The purpose of the MSA-3 GATE program is not to simply identify the highest achieving students, but rather, identify students with exceptional abilities, those that go well beyond their peer group.

MSA-3's advanced academic programming serves students in grades 6-12 and offers highly challenging learning opportunities that adhere to our Core Values of Excellence, Innovation, and Connection. Educational experiences and are designed to meet the needs of advanced learners with an emphasis on innovation, critical thinking, and logical reasoning. MSA-3 serves GATE students through a number of delivery models and settings so that students obtain an optimal level of learning. These include, but are not limited to, Advanced Placement courses, Honors/Scholars classes, cluster groupings, acceleration (math, etc.), enrichment activities, independent studies, and group projects.

MSA-3's GATE identification procedures are equitable, comprehensive, and on-going. Assessments and recommendations for the program reflect best practices and are research-based. MSA-3 understands that examinations alone may not reflect the abilities of all students, as well as GATE students of diverse populations. Therefore, MSA-3 includes teacher and/or administrator recommendations as well as work samples in its identification process. In order to identify a student as gifted, evidence must be gathered relating to his/her ability to perform beyond chronological peers. Data should be broad enough to discover aptitudes across racial, ethnic, and economic groups.

School Library/Reading & Digital Literacy Skills Program:

All MSA-3 students participate in Sustained Silent Reading (SSR) for about half an hour day, every day. MSA-3 utilizes myON reader, a personalized, online literacy program that helps teachers manage and monitor a student's independent reading practice. myON is used as a reading intervention, as it generates book recommendations within each learner's target Lexile ranges. Accommodations such as audio narration to model reading fluency, highlighting text, and the use of embedded dictionaries, allow learners to develop academic vocabulary and reading fluency. Teachers have access to data related to Lexile levels which informs their teaching and supports differentiation. Once completed, the student is administered an online assessment which informs the teachers of the student's progress. If a student continues to struggle while reading at his or her level, additional interventions are implemented. All teachers use assessment results to inform Response to Intervention (RTI) strategies.

Besides online resources, MSA-3 also strives to provide a rich collection of texts through school and classroom libraries to support literacy instruction and academic achievement. Our teachers promote greater amounts of reading, increased reading frequency, and more diverse reading experiences among their students, thus helping them to attain greater levels of reading achievement.

Title I, Part A Use of Funds:

MSA-3 aligns its federally-funded programs with the priority goals of the school and such funds provide the opportunity to innovate. The planning process supports continuous cycles of action, reflection, and improvement. Through our information/input sessions including Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings, we have identified the following strategies and actions that we plan to use Title I, Part A funds to supplement our education program:

- Supporting teachers with their PD needs in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment; monitoring and evaluating teachers for their performance;
- Providing CCSS aligned ELA and math support and intervention to all students, including ELs and immigrant students, and monitoring student progress in ELA/Literacy and math as measured by the interim assessments (MAP, IAB, etc.);
- Promoting a college-going culture through dual enrollment, AP courses, college visits, and other college related activities;
- Providing students with a well-rounded education including programs such as health and physical education, arts and civics, GATE programs, school library/reading and digital skills programs, etc.;
- Supporting instruction with technology;
- Pursuing an integrated strategy to support the exchange of information, purposeful interaction, and meaningful participation between the school, families, and community partners to support student learning and achievement. This will include but not be limited to SSC, ELAC, and PTF meetings, parent activities/events, web portal, home-visits, and school experience surveys;
- Providing students with 4-year plans and support programs to ensure timely high school graduation;
- Implementing policies that encourage and support student attendance, positive student behavior and improvements.

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Formal Agreements
ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Comparable Education Program
ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend**.**

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Successful Transitions
ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Educational Needs
ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

MSA-3 conducts credential review as part of teacher hiring process and support our teachers' credentialing needs. We also annually review master schedule/teacher assignments to ensure compliance. We ensure that all teachers are supported with their credentialing needs and that they participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. MSA-3 also monitors and evaluates teachers for their performance.

MSA-3 monitors how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. The school leadership team makes daily classroom observations using the Magnolia Public Schools (MPS) teacher observation protocol which includes walkthroughs, informal and formal observations and formal evaluation.

MSA-3 evaluates teachers for their performance. We identify those areas the teachers need improvement to become more effective and efficient at their jobs and communicate with teachers about performance, mutually establish goals and identify actions for progress, and evaluate results. Evaluation results may be used as basis and documentation for performance pay, transfer, promotion, reassignment, or disciplinary action.

Professional development occurs both at the organizational level and school level. In addition to ongoing professional development activities that support efforts to increase student academic performance, MSA-3 provides all staff with multiple opportunities to grow professionally. MSA-3 assesses staff professional development needs through formal and informal performance observation and surveys. Based on these data and combined with the school improvement plan actions in our LCAP and SPSA, MSA-3 determines common staff development days, and tailors staff development to individual staff needs.

PROFESSIONAL LEARNING COMMUNITIES ("PLCS")

MSA-3 is organized into Professional Learning Communities by grade level and by department. PLCs seek to transform a school into a community that fosters mutual cooperation, emotional support, personal growth, and a synergy of effort. Combined with the school improvement plan actions in our LCAP and SPSA, the answers to the following questions are studied in PLCs:

- How do we ensure that students learn?
- How do we foster a culture of collaboration?
- How do we ensure results?

We use PLCs to:

- Clarify intended outcomes
- Develop common assessments
- Jointly analyze student achievement data
- Establish team improvement goals
- Share best practices and materials
- Engage in collective inquiry and action research regarding student learning
- Support system and sense of efficacy
- Promote more engaged, motivated, and successful students with reduced absenteeism
- Focus on students' needs academically and behaviorally

As an implementation of the PLC at MSA-3, all staff will read educational literature and make informed recommendations for school and system-wide improvement. The staff will produce an annual reading list recommended by the PLCs. The following literature will be on MSA-3's staff reading list: Alan Blankstein, Failure Is Not an Option: 6 Principles That Advance Student Achievement in Highly Effective Schools; Dr. Robert Marzano's Classroom Management That Works: Research-Based Strategies for Every Teacher; Carol Ann Tomlinson's How to Differentiate Instruction in Mixed-Ability Classrooms, and Doug Lemov's Teach Like A Champion.

SCHOOL-WIDE MEETINGS AND PROFESSIONAL DEVELOPMENT ACTIVITIES

Department Level Staff Meetings

All teachers meet departmentally every month to:

- Share Time: Presentation by a member on an effective classroom strategy
- Vertically align curriculum
- Analyze student achievement data (NWEA MAP, CAASPP, ELPAC, grades)
- Improve instructional strategies per data indicators
- Differentiate instruction
- Plan major departmental events
- Discuss other departmental issues and policies

Department Chairs are responsible for minutes and forwarding action items to the appropriate administrative leaders.

Grade Level Staff Meetings

Grade level teachers meet once a month and collaborate on the issues below:

- Classroom strategies
- Sharing promising practices
- Curricular and academic issues (grading uniformity, homework load, differentiation, and other academic issues)
- Support for students with academic challenges (IEP, 504, RTI, SSR, Accelerated Reader, Accelerated Math, Tutoring)
- Discussion of student academic supports (peer tutoring, mentorships)
- Long-term projects (science fair projects, English & history & math projects)
- Integration/thematic units/horizontal alignment of the curriculum
- Field trips
- Discussions and strategies for students with behavioral problems
- School/grade level wide incentive programs
- Other common grade level and school wide issues

Grade Chairs are responsible for minutes and forwarding action items to the appropriate administrative leaders.

Wrap Up Meetings

MSA-3 staff participates in end-of-the-year meetings to focus on evaluation of student achievement data, effectiveness of the programs such as testing, curriculum, and intervention programs, counseling, after school, and other school matters. These meetings help staff prepare a professional learning plan for themselves and review what worked well during the school year. These plans and feedback are addressed in the summer in–service program.

Summer In-Service Programs

MSA-3 holds orientations and trainings for both new and veteran teachers to familiarize them with policies and procedures regarding the Charter Schools' operations, and the academic and education program goals for the year. A teacher workshop/summer in service program is held in August for about two weeks. The program consists of at least four days of intensive training, after which teachers continue their studies at their school sites and communicate with each other via grade level and subject area email groups.

Peer Observations

MSA-3 believes that every effective teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally. Therefore, each teacher is required to make monthly class visits to other teachers' classrooms to observe effective strategies and reflect on his/her observations by using peer observation beneficiary forms. These forms are used to create a professional development plan for individual growth.

Formal Observations/Evaluations

All teachers are observed in the classroom by department chairs and the administrative team (Dean of Academics, Principal and Chief Academic Officer). A rubric guides observation and allows for the development of constructive feedback. MSA-3's formal teacher evaluation program is comprehensive and includes an evaluation of academic performance of their students. All teachers are evaluated annually. A pre-conference and post conference are scheduled for each of the evaluation.

Walkthroughs

MSA-3 administration/Department Chairs make regular walkthroughs in each teacher's classroom. This quick and informal visit provides teachers immediate and constructive feedback in specific areas to improve instruction and student learning.

Beginning Teacher Support and Assessment Program ("BTSA")

MSA-3 provides new teachers with BTSA, a two-year program that provides beginning teachers with collegial support, guidance, professional development, motivation to continue in the profession, and training. It links college level teacher preparation with classroom application.

Ongoing Professional Development Program for Special Education

MSA-3 conducts ongoing in-services for special education. During the August in-service training a specialist trains our entire staff about services and programs related to students with learning disabilities. MSA-3's special education teachers train the staff on the IEP documentation and how to implement accommodations and modifications in a general education classroom. Our special education teachers attend workshops and trainings provided by the District/County and SELPA and attend a resource conference to hear from additional experts in the field of special education. In addition to the August sessions, MSA-3 conducts quarterly training sessions about special education. Special education teachers and paraprofessionals who are authorized to handle crisis situations and physically restrain students will complete specialized training in behavioral interventions, such as Crisis Prevention Institute ("CPI"), prior to placement in the classroom.

SUPPORT FOR SCHOOL ADMINISTRATORS

Magnolia Public Schools (MPS) Home Office holds monthly day-long meetings for school administrators (principals and deans) where principals and deans are trained by the Home Office support staff on leadership, academics, accountability, school operations, finance, HR and other matters. These meetings create medium for best practice sharing, collective brainstorming, problem-solving as well as data analysis and specialized training. Based on a needs-assessment of the administrators, the deans meet with their principals and principals meet with the Home Office c-level team to set 2-3 professional development goals for the year in August, followed by a mid-year progress check in January and an end-of-year progress meeting in May. Individual needs and professional development goals drive the professional map at MPS. The CEO, COO, CAO, CFO, and the Chief Accountability Officer provide weekly online check-in sessions, monthly in-person trainings at the Home Office, and biweekly mentoring sessions on-site.

TUITION REIMBURSEMENT

MPS provides all employees with professional development opportunities to increase the effectiveness of their performance in their present positions, and to obtain skills, knowledge, and abilities which may improve their opportunities for advancement within the Organization. There are four types of programs covered under the Tuition Reimbursement policy which include sample recommended job-related certifications and programs. Category 1 includes teaching related certification/career development programs; Category 2 includes administrative related certification/career development programs; Category 3 includes job-related master's degree program; and Category 4 includes job-related doctoral degree programs. Sample Category 1 programs include:

- CCTC approved teacher credentialing programs (at a college or university, through college/university internship, district internship, etc.)
- CCTC approved subject-matter preparation programs
- BTSA induction programs
- English Learner Authorization/CLAD certification
- National Board certification
- Undergraduate/graduate level academic courses not leading to a degree program
- Other programs if approved by the MPS Home Office

Sample Category 2 programs include:

- Administrative services credential
- College counseling certification
- Behavior intervention specialist certification
- CBO certification
- SHRM certification
- Project management certification
- IT certification
- Undergraduate/graduate level academic courses not leading to a degree program
- Other programs if approved by the MPS Home Office

As described above, MPS and MSA-3 will continue to provide systems of professional growth and improvement and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and it is a single-school LEA.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

MSA-3 firmly believes that teacher quality is the most important variable in increasing student achievement. The evaluation process helps the teacher and the school administrators build on the strengths of the teacher and identify those areas the teacher needs improvement to become more effective and efficient at his/her job. Performance evaluation allows the school administrators and the

teacher to communicate openly about performance, mutually establish goals and identify actions for progress, and evaluate results which may provide a basis and documentation for transfer, promotion, reassignment, or disciplinary action.

The Evaluation Process

MSA-3 will use multiple measures in order to make a reliable teacher evaluation. These measures include (1) Teacher Performance on the MPS Framework for Teaching, (2) Teacher Professional Qualities, Dispositions, and Responsibilities, (3) Student, Parent, and Staff Voices, and (4) Student Performance. Using multiple measures will provide for better insight and reliability than using only one measure.

Standards in the MPS Framework for Teaching involve teaching processes and teaching outcomes and are the basis for classroom observation evaluations. The annual evaluation process involves frequent informal classroom observations and feedback for the teacher, a formal observation cycle, collection of evidence to foster collaboration with the teacher, and goal setting and monitoring. This process is supplemented by assessment of teacher's professional qualities, dispositions, and responsibilities, student and parent feedback through surveys, and student performance data. Numerous academic studies confirm the long-held belief that teacher quality is one of the greatest determinants of student achievement. By incorporating student performance into teacher evaluation, MSA-3 wants to keep ongoing student performance discussions with the teacher. MSA-3 will use the following weights for each measure to determine an end-of-year overall rating.

- Teacher Performance on the MPS Framework for Teaching: 55%
- Teacher Professional Qualities, Dispositions, and Responsibilities: 10%
- Student, Parent, and Staff Voices: 15%
- Student Performance: 20%

Evaluators will use the weights (percents) established above for each measure of teacher evaluation and the final score earned by the teacher on each measure to calculate an end-of-year overall performance score of the teacher. Depending on the overall performance score, the teacher will receive an end-of-year overall evaluation rating of 1 (Ineffective), 2 (Developing), 3 (Effective) or 4 (Highly Effective).

Teacher Performance on the MPS Framework for Teaching

MPS Framework for Teaching is based on research in educational psychology and cognitive science, as well as best practices in the field. The standards involve teaching processes and teaching outcomes and are the basis for classroom observations and evaluations. The framework provides a foundation for professional conversations among practitioners as they seek to enhance their teaching skills. It may also be used organization-wide as the foundation of mentoring, coaching, professional development, and teacher evaluation processes, thus linking all those activities together and helping teachers become more thoughtful practitioners. Developing a common understanding of the framework is critical; therefore, MSA-3 trains all teachers, school administrators, and staff on the MPS Framework for Teaching.

The annual evaluation process at MSA-3 involves frequent informal classroom observations and feedback for the teacher, a formal observation cycle, collection of evidence to foster collaboration with the teacher, and goal setting and monitoring. MPS will use on online tool to record and share classroom observation notes, feedback, evidence, forms, evaluation results, and all other related documentation. The tool can be used by both the teacher and the observer or evaluator in respect to their roles. Teachers are encouraged to conduct peer observations. Informal observations can be conducted by the school administrators as well as instructional coaches, department chairs, MPS Home Office support team, and other professionals. Informal observations are mainly conducted for the purpose of providing focused, constructive, and critical feedback to the teacher aimed at improving teaching, or sometimes, just for learning from the observations. While formal observations also provide feedback and guide coaching of the teacher like the informal ones, they form the basis for evaluation of job performance evaluation and are conducted by the school administrators.

The teacher being evaluated will take the lead in conducting the evaluation process through the use of self-assessment, reflection and by gathering evidence for teaching practice. The evaluator will conduct classroom observations to collect evidence on specific standards. Collaborative use of evidence and reflection will provide a basis for self-assessment, goal-setting, professional development, and

demonstration on specific standards and expectations. The evaluator and the school administrator will meet mid-year to discuss progress toward annual goals, and if necessary, any adjustment to action plans. The evaluator and the administrator will meet toward year-end to discuss progress or completion of goals and possible new goals for the next school year.

After completion of the evaluation process, each teacher will receive a rating of 1 (Below Standard), 2 (Approaches Standard), 3 (Meets Standard) or 4 (Exceeds Standard) for each standard on the MPS Framework for Teaching. Besides rating (1) Teacher Performance on the MPS Framework for Teaching, the evaluators will also score (2) Teacher Professional Qualities, Dispositions, and Responsibilities, (3) Student, Parent, and Staff Voices, and (4) Student Performance. The final score and the weight for each measure will be used to calculate an end-of-year overall performance score of the teacher. Depending on the overall performance score, the teacher will receive an end-of-year overall evaluation rating of 1 (Ineffective), 2 (Developing), 3 (Effective) or 4 (Highly Effective).

Classroom Observations

Classroom observations are at the heart of a teacher evaluation system. These observations have potential to identify strengths and address specific areas for growth in teachers' practice. The following are important to consider in order for observations to become a fair and reliable tool:

- Focus of the observation
- How evidence is collected
- How evidence is interpreted against performance ratings
- How observations and feedback are shared

MSA-3 uses two types of observations that work in collaboration:

Informal Observations/Walkthroughs:

- Are conducted minimum six (6) times a year per teacher (Recommended: every other week)
- Are 10-15 minutes in length
- Are unannounced
- Focus on specific standard or element (While not opposing the idea that observation can focus on any identified area for growth at any time of the year, MPS recommends an organization-wide schedule as outlined below.)
    - August-September: Domain 1: Learning Environment (Standards 1 & 2)
    - October: Domain 2: Planning & Preparation (Standards 3 & 4)
    - November-January: Domain 3: Instruction & Assessment (Standards 5, 6, & 7)
    - January-March: Domain 3: Instruction & Assessment (Standards 8 & 9)
    - April-June: Standards 8 & 9, and other identified areas for growth unique to each teacher
- Result in bite-sized feedback to the teacher (Recommended: Feedback on both strengths and areas for improvement; leverage questions, if applicable; notes about what worked best and what could have been done differently and why; and some targets for improvement, if applicable.)
- Connect to the teacher's goals, if applicable
- Guide the coaching work of the school administrator
- Can also be done by peers (Recommended: at least two peer-observations per year by each teacher)
- Are recorded on the "MPS Classroom Observation Form"

Formal Observations:

- Are conducted once a year per teacher (Can be conducted more for teachers who are new at MPS or have ratings of 1 or 2 on any standard)
- Take full class period
- Scheduled

- Have three parts called the “Formal Observation Cycle”: Pre-Observation Conference, Formal Observation, Post-Observation Conference.
- Are recorded on the “MPS Classroom Observation Form” and rated on the “Post-Observation Reflection Form.”

Evidence Collection:

Formal Observations need to capture evidence of everything that is happening in the classroom, both verbal and non-verbal: What was the teacher doing and saying? What were students doing and saying? What were the tasks? What interactions took place between and among the students and the teacher? There are typically four types of evidence the evaluators can collect during an observation:

- Verbatim scripting of teacher or student comments
- Non-evaluative statements of observed teacher or student behavior
- Numeric information about time, student participation, resource use, etc.
- An observed aspect of the learning environment

High quality evidence is important in fostering collaboration with the teacher. The evaluators need to be cautious in collecting evidence rather than recording their opinions. The following are some differences between opinion and evidence, respectively. Subjective vs. objective; ambiguous vs. unambiguous; may include value judgment vs. free of value judgment; draws conclusions, makes inferences or guesses vs. makes observations; summarizes teacher practice vs. gives proof of teacher practice.

Student, Parent, and Staff Voices

Research into teaching effectiveness indicates that student, parent, and staff voices play a powerful role in helping schools and districts learn how to improve teaching. Surveys have been the primary means of collecting student, parent, and staff voices about effective teaching. MSA-3 uses an online platform to provide students, parents, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and students’ own strengths and weaknesses. MSA-3 believes that student, parents, and staff have an essential role to play in informing school climate and teaching effectiveness: this feedback instrument provides teachers and other employees with valuable data about how students see their classes, how much parents are involved, and how to facilitate improvement.

Student Assessments at MSA-3

As explained in Standard 7 of the MPS Framework for Teaching, “Teachers are expected to use formative and summative assessment strategies to monitor student progress and to adjust instruction in order to maximize student achievement.” The measures that are used to assess student progress include all state-mandated standardized tests such as the Smarter Balanced Summative Assessments. MSA-3 also uses the Smarter Balanced Interim Assessments which are designed to support teaching and learning throughout the year; and the Digital Library, designed to support classroom-based formative assessment processes. MSA-3 administers both the Interim Comprehensive Assessments (ICAs) and Interim Assessment Blocks (IABs) to assess student learning and inform instruction during the year. The Smarter Balanced Interim Assessments are specifically designed to provide the following:

- Meaningful information for gauging student progress throughout the year toward mastery of the skills measured by the Summative Assessments
- Assessments of the CCSS, which can be used at strategic points during the school year.

MSA-3 teachers also have access to publisher or third-party-provided assessments, such as McGraw Hill, Illuminate, Accelerated Reader, and MAP. MSA-3 utilizes computer adapted MAP testing to measure student progress three times a year. Teachers also, with the help of published materials, create standards-aligned formative assignments and tests that are evaluated using rubrics.

Assessments at MSA-3 are not tests only. As detailed in Standard 7, MPS teachers are expected to use a variety of formative and summative assessments that are valid and reliable measures of student achievement. (Ex: performance assessments, portfolios, etc.) Assessments are expected to be aligned with learning objectives. (Ex: Unit assessments are aligned with unit standards and learning objectives.) At MSA-3, teachers provide students with choices of ways to demonstrate learning and students participate in the development of their learning outcomes. Teachers use summative assessment results to plan next units and redeliver instruction.

MSA-3 teachers are expected to closely monitor all students' progress toward meeting student learning outcomes. Teachers use technology, as appropriate, to conduct data analysis and communicate assessment results and student growth to all stakeholders (families, colleagues, administration, etc.) Teachers review summative assessment results with students, and students are involved in self-assessment, goal-setting, and monitoring progress.

Using Student Performance as a Measure of Employee Evaluation

MSA-3 continually strives to develop and refine its Student Performance metric for the purpose of measuring student achievement and growth at our school sites, as well as to inform teacher effectiveness. State and local accountability indicators along with interim and summative assessments provide valuable data on student performance and progress. MSA-3 also recognizes that a variety of assessments can and should be used to measure student progress, such as performance assessments and portfolios. As such, MSA-3 considers using a thoughtful combination of interim and summative assessments and state and local indicators, as well as student work. MSA-3 needs to make sure that Student Performance data used is of high quality as agreed by all stakeholders. While evidence of Student Performance will be collected and analyzed during the evaluation process, developing and refining a definite Student Performance metric in each subject area is an ongoing process that involves the collaboration of all our stakeholders. For practical calculation purposes and the fact that the CA School Dashboard provides performance levels for all students and for student groups on the state indicators, MSA-3 will use the state indicators as its Student Performance metric unless a different metric is identified and agreed upon. MSA-3 will base 20 percent of end-of-year overall evaluation on Student Performance.

Ongoing Consultation to Support Continuous Improvement

As explained above in detail, MSA-3 uses a variety of data and ways to assess the effectiveness of professional development activities and teacher effectiveness, including but not limited to, informal observations/walkthroughs, formal observations, student, parent, and staff voices, student achievement data, and teacher self-assessment. The coaching/mentoring process that involves goal-setting, progress monitoring, periodic observations, feedback, reflection, peer observations and mentoring is geared toward creating an individualized professional growth plan and support system for each of our teachers and administrators. As also explained Section "Professional Growth and Improvement," MSA-3 will continue to provide all employees with professional development opportunities to increase the effectiveness of their performance in their present positions, and to obtain skills, knowledge, and abilities which may improve their opportunities for advancement within the Organization through PD, induction, certification and other programs that are funded by various sources, including Title-II.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Professional development for teachers of English Learners will be extensive and ongoing at MSA-3. Professional development specific to ELs will endeavor to improve ELD instruction, facilitate the ability of teachers and school leaders to successfully implement the EL program, and help improve English language proficiency and subject matter knowledge of ELs.

(Note: Magnolia Public Schools (MPS) receives Title III, Part A funds as a consortium of 10 Magnolia Science Academies, of which Magnolia Science Academy-1 is the lead member school. The MPS EL Coordinator of the Consortium serves all 10 school sites.)

Effective professional development will include:

- An ELD workshop for teachers at the Summer In-Service.
- An overview of the EL Master Plan, including program placement, progress monitoring, and reclassification, presented to all staff.
- Sessions dedicated to English Language Development (ELD) training for teachers at the annual Fall and Spring Teacher Symposiums.
- ELD training and shared best practices at least once per month at the school-site level staff meetings.
- All core teachers will attend at least one third-party ELD training (this may be done off or on site; for example, attend a workshop offered by the county office, or hire a consultant to present to the staff on site).
- The MPS EL Coordinator will regularly attend high-quality professional development workshops and conferences, including a monthly Bilingual Directors' Meeting at the Los Angeles County Office of Education, and share resources and information with teachers and school leaders at MSA-3.
- When possible, MSA-3 EL Coordinator will attend professional development sessions and meetings with the MPS EL Coordinator.
- The MPS EL Coordinator will host two (one per semester) trainings/meetings for the site-level EL Coordinators. These meetings will review ELD strategies, best practices, an assessment of EL data at each school site, and evaluate the effectiveness of the EL program.
- Regular updates regarding ELs and ELD will be provided to all MPS principals and deans during monthly meetings at the Home Office.
- The MPS EL Coordinator and MPS Math Coach will provide a workshop to math teachers that will support EL access across the curriculum.
- The MPS EL Coordinator and MPS Student Services director will provide resources to help teachers and school leaders support dually identified students.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Immigrant Identification Policy and Procedures:

MSA-3 will identify immigrant children and youth by asking the following questions in our Home Language Survey during enrollment:

- Student's Birth Place (including the City, State, and Country)
- Date Student First Attended School in the U.S.
- Date Student First Attended School in California

In addition to the Home Language Survey, MSA-3 will use information collected through birth certificates and any available CALPADS and school records to check if the following criteria are met in order to identify immigrant children and youth:

- is aged three through twenty-one;
- was not born in any state (each of the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico); and
- has not been attending any one or more schools in the United States for more than three full school years (20 USC § 7011[5].)

Although many immigrant students are English language learners, this is not always the case. Students who meet the definition of "immigrant" above will be reported in CALPADS and school records regardless of their primary language or language proficiency level.

Services and Activities for Immigrant Children and Youth:

The following are some of the supplemental services and activities MSA-3 will provide our immigrant students with, depending on the immigrant students' needs and the population size:

- Family literacy, parent and family outreach, and training activities designed to assist parents and families to become active participants in the education of their children, including home visits to the families and trainings on the student information system and introduction to the educational system and civics education;
- Language acquisition programs; primary language assessments and support, as needed (e.g., Ballard & Tighe); academic vocabulary development (e.g., Kate Kinsella workbooks);
- Additional tutoring for newcomers in core subjects and electives;
- Counseling and mentoring services;
- Translation services for parents and students.

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

CORE Program - SEI Program

EL Program Overview: All English Learners at MPS schools receive both integrated and designated English Language Development, that is supported by high quality curriculum, monitoring, professional development, coaching, and assessments. Depending on the student's language proficiency level and grade level (determined by the ELPAC), an EL student may receive designated ELD in a full hour class (will not interfere with college requirements), 25-minute class, or during their ELA class. MPS schools use the McGraw Hill ELA curriculum (Wonders for elementary and StudySync for secondary) which have integrated and designated strategies and lessons built in. Integrated ELD is provided in all classes, and teachers are trained to utilize strategies such as SDAIE and the CHATS Framework. (Supplemental - the training for the modeling and implementation comes from Title-III, Part A funds.)

The CHATS framework is made up of components that are broken up into five areas around the acronym: C – Content Reading Strategies; H – Higher Order Thinking Skills; A – Assessment; T – Total Participation Techniques; and S – Scaffolding Strategies. This framework is designed to work in mixed, multilingual classrooms and the corresponding book (available to all MPS teachers) provides resources and examples of how teachers can use each component in their planning. Additionally, all MPS schools have also adopted a literacy program designed to encourage students to read and help students build their comprehension and vocabulary skills. Currently, our schools are using either the Accelerated Reader Program or the myON Reading Program.

As part of the English Learner program, MPS collects students' language proficiency scores, state assessment scores, and MAP scores, along with teacher feedback in order to monitor student progress towards successful reclassification. ELD teachers, coordinators, and school leaders (deans of academics) meet at least once per month to review English Learner student data and address any areas of need. All data is collected and monitored through Illuminate, our data management system. The MPS EL Coordinator follows up with each site regarding regular EL student monitoring and provides intervention and organizational support as needed. In addition to the monthly meetings designed to address English Learner progress, weekly professional development meetings are held at each school site. During these meetings, student achievement across all grade levels and sub-groups are assessed and discussed. Our principals, deans, and teachers closely monitor all students during development meetings in order to provide additional academic support and assess academic progress and programs in all subject areas.

Although the EL Coordinator's primary duty will be to provide the supplemental services outlined below to ELs, the EL Coordinator will also work with the Chief Academic Officer, on-site EL Coordinators, and Office Managers to support schools with accountability. Some examples of how the consortium will hold member schools accountable are:

- Create Title III folders for each school site with a calendar of notifications, procedures for notifying parents of ELs, certifications for notices mailed and data reported, attendance sheets for PD and parent meetings/workshops, etc. The MPS EL Coordinator will work with school leadership and on-site ELD Coordinators to ensure that folders are maintained and updated.
- The executive office manager will ensure and certify the timely submission of all CALPADS data pertaining to ELs.
- School leadership will certify the timely submission of all Title III notifications mailed to parents of ELs.
- The consortium EL Coordinator will work with site-level coordinators to conduct walk-throughs of classrooms to ensure program fidelity.
- The consortium EL Coordinator will support site-level coordinators and teachers with progress monitoring of ELs and provide a framework for progress monitoring.

Authorized activities chosen by the LEA relating to supplementary services as part of the language instruction program for English Learner students: In order to most efficiently utilize Title III funds within the consortium, an English Learner (EL) Program Coordinator has been hired to provide direct, supplemental services to English learners and teachers of English language learners at all consortium-member schools (10 in total). The EL Coordinator will support implementation of the LEA's EL Master Plan and program, as well as ensure that all appropriate ELL services are being delivered at each member school. Specifically, the EL Coordinator will provide the following services to member schools:

- Maintain, evaluate, and improve the EL Master Plan and EL Program based on the observations, data, and feedback from each member school.
- Provide coaching, and professional development to all teachers of English learners (for example, provide integrated and designated ELD support, teacher training, coaching on SIOP, CHATS, and SDAIE strategies, and model push-in support).
- Conduct lesson demonstrations and classroom observations/walk-throughs in order to help improve instruction delivered to ELs.
- Help teachers monitor the progress of ELs and reclassified students and create appropriate interventions and action plans as needed.
- Assist site-level coordinators and staff with the development of action plans and appropriate supports for Long Term English Learners and Newcomers.
- Lead and train ELD Coordinators at each school site, including facilitate team meetings as well as coordinate the EL program strategic planning process.

- Oversee the adoption and implementation of the ELD curriculum.
- Attend ELL-related professional development and share resources and best practices with teachers and school leaders.

The MPS EL Coordinator will provide services in a percentage of time proportional to funding. A Personnel Activity Calendar/Report will be maintained by the MPS EL Coordinator.

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

(A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and

(B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Please see Program Overview above in section "Title III Programs and Activities" for a detailed discussion of integrated and designated ELD, curriculum, and progress monitoring.

EL students are carefully monitored by both site-level EL Coordinators and the MPS EL Coordinator. Academic data will be regularly assessed to determine if intervention is needed, and appropriate action plans will be created that involve students, coordinators, teachers, deans, and parents. Reclassified EL students will also be monitored for a period of four years (where applicable) following their reclassification.

The Consortium EL Coordinator will work directly with teachers of ELs, on-site EL Coordinators, and school leaders to ensure that the consortium's curriculum, revised EL Master Plan, and Title III Plan are implemented consistently and with fidelity. This will include relevant professional development, teacher training, lesson demonstrations, classroom observations, and teacher coaching that will help improve instruction for English Learners and improve achievement objectives. The Consortium EL Coordinator will also work with school leaders to address areas of need and growth as measured by accountability measures.

The MPS EL Coordinator will visit schools on a rotational basis, and with site-level coordinators, use the MPS ELD observation template to conduct regular assessments of integrated and designated ELD across the core curriculum. This template will allow coordinators to provide appropriate coaching and feedback to teachers, as well as strategies for improving ELD instruction and engaging English Learners.

The ELD program will be regularly assessed for effectiveness and will include feedback from all stakeholders. Program feedback will be collected during leadership meetings and EL Coordinator meetings.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

(A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;

(B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;

(C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;

(D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and

(E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LEA is an independent, direct-funded charter school and it is a single-school LEA receiving an allocation below $30.000.

MSA-3 has identified the following strategies and actions that we plan to use Title IV, Part A funds to supplement our education program:

- MSA-3 will provide students with a well-rounded education including programs such as health and physical education, arts and civics, etc.
  - o In an effort to provide well-rounded education to our students, MSA-3 will strive to offer additional programs such as elective courses, clubs, health and physical education, arts, and civics;
  - o MSA-3 will strive to provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, and community service programs;
  - o MSA-3 will seek partnership opportunities with local universities and organizations to provide part of the programs mentioned above (health education, arts, civics, field trips, internships, community service programs, etc.)
- MSA-3 will provide students with STEAM focused programs such as science fairs, advanced math courses/clubs, and engineering activities:
  - o MSA-3 will design its master schedule to include Accelerated and Advanced math classes/clubs;
  - o MSA-3 teachers will mentor students with STEAM focused projects, experiments, models or demos in their classes;
  - o MSA-3 will design and implement engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, and Project Lead the Way (PLTW) programs;
  - o MSA-3 will seek partnership opportunities with local universities and organizations to provide part of the programs mentioned above (mentorship to our students, PLTW, Los Angeles County Office of Education (LACOE) partnership for STEAM related programs, etc.)
- MSA-3 will ensure that technology supports instruction.

o MSA-3 will assure that students have physical access, support, and time to use classroom, school, and community resources, including instructional materials and technology;

o Teachers will use accessible technology tools and other resources on a regular basis to engage and enhance learning and to differentiate instruction to meet the needs of every student. Teachers will effectively use challenging resources that are mentally, visually, aurally, and kinesthetically stimulating. (Ex: internet, PowerPoint, interactive white boards, document camera, multimedia, educational software, interactive games and simulations, apps, class website, lab materials, manipulatives, assistive technology, etc.)

o Teachers and students will keep up to date with technology and blended learning practices. Teachers will model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law and student maintaining internet security. Teachers will provide resources and instructional materials that require cognitive engagement. Students will choose, adapt, or create materials to extend learning.

- MSA-3 will provide students with 4-year plans and support programs to ensure timely high school graduation. Charter School will implement policies that encourage and support student attendance, positive student behavior and improvements. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.

o MSA-3 will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation and satisfaction of UC/CSU requirements;

o MSA-3 will implement restorative practices and Positive Behavioral Interventions and Supports (PBIS);

o MSA-3 will implement restorative practices, PBIS, and alternatives to suspension.

o MSA-3 will implement a positive behavior reward system and use its SIS for monitoring it.

o MSA-3 will offer Life Skills program to supplement instruction;

o MSA-3 will connect students and families with resources for social-emotional and behavioral support;

o MSA-3 will seek partnership opportunities with local universities and organizations to provide part of the programs mentioned above (Los Angeles County Office of Education (LACOE) partnership for PBIS, behavior counseling and coaching support, etc.)

MSA-3 aligns its federally-funded programs with the priority goals of the school and such funds provide the opportunity to innovate. The planning process supports continuous cycles of action, reflection, and improvement. We have identified the above-mentioned strategies and actions that we plan to use Title IV, Part A funds to supplement our education program through our information/input sessions including PTF meetings, SSC meetings, ELAC meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings. We will continually monitor implementation of the selected strategies and actions and reflect on their effectiveness; we will continue to inform our stakeholders and involve them in the cycles of planning, action, reflection, and improvement.

Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum Template

LEA name:

Magnolia Science Academy-4

CDS code:

19-64733-0117622

Link to the LCAP:

(optional)

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A

Student Support and Academic Enrichment Grants

*(**NOTE:** This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

Title I, Part A; Title II, Part A; Title III, Part A; Title IV, Part A

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

The MSA-4 LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. It provides us with an opportunity to share MSA-4's story of how, what, and why programs and services are selected to meet our local needs.

The Charter School LCAP committee, which includes the School Site Council (SSC) and other stakeholders, reviews input from all stakeholders and available data through surveys and student performance data. Based on stakeholder input and data (CA School Dashboard data, interim student assessment data, survey results, etc.), we reflect on our existing LCAP actions/services and measurable outcomes, continue or modify them for improvement, and we also plan for new actions and services as the needs arise.

The following are highlights from our LCAP and the strategies and actions that we plan to use federal funds to supplement our education program within the context of the LCAP actions and services.

LCAP Planned Actions/Services:	Strategy/Activity to Be Supported by Federal Funds within the Context of the LCAP Actions/Services:
▪ Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance. ▪ Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials. ▪ Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of	▪ Charter School will ensure that all teachers are supported with their credentialing needs and that they participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. Charter School will also monitor and evaluate teachers for their performance. ▪ Charter School will monitor how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. Charter School leadership team will make daily classroom observations using the MSA-4 teacher observation protocol which includes walkthroughs, informal and formal observations and formal evaluation.

standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom visits.	▪ Charter School will evaluate its teachers for their performance. Charter School will identify those areas the teachers need improvement to become more effective and efficient at their jobs and communicate with teachers about performance, mutually establish goals and identify actions for progress, and evaluate results. Charter School may use evaluation results as basis and documentation for performance pay, transfer, promotion, reassignment, or disciplinary action. **Rationale/Evidence:** To increase teacher effectiveness to improve teaching and learning in the classroom based on teacher PD needs assessment and evaluations.
▪ Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. ▪ Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.	▪ Charter School will provide CCSS aligned ELA and math instruction and ELD instruction, support and intervention to ELs and immigrant students, and monitor student progress in ELA/Literacy, math, and ELD as measured by the MAP tests and other assessments. ▪ The EL program coordinator sponsored by the Title III consortium lead will monitor MSA-4 protocol for teacher observation and feedback regarding the implementation of the ELD program monthly. ▪ The EL program coordinator sponsored by the Title III consortium lead will evaluate the EL services at the school at least semesterly. **Rationale/Evidence:** To provide necessary support to meet the unique needs of our ELs and immigrant students in attaining language and academic proficiency. (Based on ELAC input, the CA School Dashboard EL student group data as well as internal assessments.)
▪ During the day, Charter School will provide additional supports and interventions to all students, including ELs. ▪ Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. ▪ Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.	▪ Charter School will select a research-based reading intervention and math program that targets the individual literacy needs of struggling students and English Learners and includes ongoing assessments of student growth. ▪ Teachers and the leadership team will monitor student progress in ELA and math as measured by in-class/benchmark assessments, MAP and IABs. **Rationale/Evidence:** To provide necessary support to meet the unique needs of struggling students in their core classes and to monitor their progress. (Based on SSC input, the CA School Dashboard ELA/Literacy and mathematics assessments as well as internal assessments such as MAP and IABs.)

▪ Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. ▪ Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. ▪ Charter School will offer "Advisory" classes (college planning and career exploration program) and "College Readiness" classes and programs preparing students for college readiness, including test prep for ACT/SAT.	▪ Charter School will promote a college-going culture through dual enrollment, AP courses, college visits, and other college related activities. **Rationale/Evidence:** To ensure our students are college/career ready. (Based on our mission to provide a college preparatory educational program, SSC and Parent Task Force (PTF) input, the CA School Dashboard four-year cohort graduation rate and College/Career Indicator (CCI) as well as PSAT/SAT/ACT results.)
▪ Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. ▪ Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.	▪ In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, clubs, health and physical education, arts, and civics. ▪ Charter School will strive to provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, and community service programs. **Rationale/Evidence:** To increase student access to a broader course of study that supports well-rounded education. (Based on students' needs and interests and student and parent survey results.)
▪ Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8. ▪ Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.	▪ Charter School will design and implement engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, and Project Lead the Way (PLTW) programs; ▪ Charter School will seek partnership opportunities with local universities and organizations (mentorship to our students, PLTW, Los Angeles County Office of Education (LACOE) partnership for STEAM related programs, etc.) **Rationale/Evidence:** To increase student participation and achievement in innovative STEAM related courses and programs. (Based on research and our school's vision to graduate scientific thinkers who contribute to the global community as socially responsible and educated members of society.)
▪ Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.	▪ Teachers will use accessible technology tools and other resources on a regular basis to engage and enhance learning and to differentiate instruction to meet the needs of every student. Teachers will effectively use challenging resources that are mentally, visually, aurally, and kinesthetically stimulating. (Ex: internet, PowerPoint, interactive white boards, document camera, multimedia, educational software, interactive games and simulations, apps, class website, lab materials, manipulatives, assistive technology, etc.)

	▪ Teachers and students will keep up to date with technology and blended learning practices. Teachers will model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law and student maintaining internet security. Teachers will provide resources and instructional materials that require cognitive engagement. Students will choose, adapt, or create materials to extend learning. **Rationale/Evidence:** To engage and enhance learning and to differentiate instruction to meet the needs of every student. (Based on research and teacher PD needs assessment and evaluations.)
▪ Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings. ▪ Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. ▪ Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level. ▪ Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement. ▪ Charter School will annually administer school experience surveys to students, parents, and staff.	▪ Charter School will pursue an integrated strategy to support the exchange of information, purposeful interaction, and meaningful participation between the school, families, and community partners to support student learning and achievement. This will include but not be limited to SSC, ELAC, and PTF meetings, parent activities/events, web portal, home-visits, and school experience surveys. ▪ Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL students and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. ▪ Charter School teachers will schedule and make home-visits. Teachers will document the visits, evaluate them and share necessary information with the appropriate staff (grade level team, counselor, administrator, etc.) ▪ Charter School will use an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and students' own strengths and weaknesses. This feedback instrument will provide teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. **Rationale/Evidence:** To increase our stakeholders' connectedness through parental participation in programs and parent input in making decisions for the Charter School so our stakeholders feel a sense of community. (Based on research; our school community's positive experience with our meetings, programs, and home visits; parent input and feedback as well as

	student, parent, and staff survey results.)
▪ Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs. ▪ Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. ▪ Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation. ▪ Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices. ▪ Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	▪ Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation and satisfaction of UC/CSU requirements. ▪ Charter School will implement restorative practices and Positive Behavioral Interventions and Supports (PBIS). o Charter School will implement restorative practices, PBIS, and alternatives to suspension. o Charter School will implement a positive behavior reward system and use its SIS for monitoring it. ▪ Charter School will offer Life Skills program to supplement instruction. ▪ Charter School will connect students and families with resources for social-emotional and behavioral support. **Rationale/Evidence:** To increase our students' sense of safety and school connectedness by providing academic, behavioral, and social-emotional support; to increase high school graduation rate and student attendance; and to avoid chronic absenteeism, school dropout, student suspension and expulsion. (Based on research; our school community's positive experience with PBIS; student, parent, and staff input and feedback as well as survey results.)

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

MSA-4's vision is that our graduates are scientific thinkers who contribute to the global community as socially responsible and educated members of society. MSA-4 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. We have identified the following core values, which are reinforced through our curriculum, student learning outcomes (SLOs), and all school activities: Excellence, Innovation, and Connection. Our three LCAP goals stem from our core values:

- EXCELLENCE: All students will pursue academic excellence and be college/career ready.
- INNOVATION: All students will become independent, innovative scholars.
- CONNECTION: All students, families, staff, and other stakeholders will feel a sense of community and connectedness.

In order to promote learning and provide a more positive learning experience for our students, MSA-4 has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our accountability plans (LCAP, LCAP Addendum, SPSA, WASC, etc.)

Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings. Parents on our PTF and SSC also serve as our parent advisory committee for Local Control and Accountability Plan (LCAP). Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our parent advisory committee and ELAC provide valuable input for the LCAP and SPSA. In addition, the Charter School conducts surveys for parents, students, and staff, and the Charter School staff make home visits. These all serve as ways to inform, educate, and gather input & feedback from all critical stakeholders.

MSA-4 has an approved charter petition with measurable student outcomes and methods to assess student progress, a SPSA with planned improvement in student performance in reading and mathematics and in programs for English Learners, and a WASC action plan for continuous school improvement. Therefore, the LCAP and the LCAP Addendum are received by our community as a comprehensive planning tool that draws from all other school plans and addresses the state priorities and locally identified priorities as well as the ESSA requirements.

MSA-4 aligns its federally-funded programs with the priority goals of the school and such funds provide the opportunity to innovate. The accountability plans planning process supports continuous cycles of action, reflection, and improvement. The academic, accountability, and finance departments at our Home Office and our back-office support provider work closely with us; they monitor and support our progress as well as review every federally-funded expense to ensure funds are expensed appropriately and that we are compliant. Our budgeting and accounting processes are designed so that state and local funds and federal grant funds are all budgeted and accounted for and aligned according to our school accountability plans.

MSA-4 teachers and administrators continually analyze schoolwide and disaggregated student achievement data (CA School Dashboard, CAASPP, NWEA MAP, ELPAC, IABs, grades, etc.) as well as SEL and survey data, teacher observation data, and input from all stakeholders to:

- Improve safe learning environments and promote student engagement;
- Identify targeted areas for curriculum, instruction, and other program improvements to support the academic achievement and social-emotional well-being for all students;
- Implement a multi-tiered system of support available to all students to provide increasing levels of support and academic intervention to meet the needs of students;
- Consistently modify interventions based on formative data to more effectively meet the learning needs of all students;
- Align policies, resources, and funding to our documented LEA goals and priorities, and oversee the impact of those funds;
- Select research-based practices;
- Monitor school progress, guide instructional practice, and make school governance decision;
- Adopt a multi-year, standards-based professional learning plan, based on data and a needs assessment and organized around a comprehensive set of program priorities;
- Monitor the effectiveness of the professional learning plan and to determine new opportunities;
- Provide intensive and targeted support of teachers through coaching and mentoring programs;
- Monitor the effectiveness of programs and practices and make necessary revisions in order to continuously increase student achievement;
- Determine next steps in order to clearly understand the challenges within the school community;
- Retain highly effective and qualified teachers that have the necessary skills to implement evidence-based practices;
- Make effective decisions that benefit students.

As described above, MSA-4 strives to attain a collaborative culture of data analysis, needs assessment, planning, aligning funding to our documented LEA goals and priorities, reflection, and improvement. All our stakeholder groups (parents, students, staff, SSC, ELAC, PTF, Home Office support team, Board of Directors, charter authorizer, ACS WASC, and our community partners) are critical, active, informed, and responsible participants in this process to ensure we make effective decisions that benefit students.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 *(as applicable)*

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

(A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;

(B) identifying students who may be at risk for academic failure;

(C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and

(D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 *(as applicable)*

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 *(as applicable)*

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

(A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and

(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 *(as applicable)*

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 *(as applicable)*

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. (N/A if your LEA is a charter school or COE)

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and it is a single-school LEA.

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

In order to promote learning and provide a more positive learning experience for our students, MSA-4 has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual LCAP and other plans such as the LCAP Addendum and School Plan for Student Achievement (SPSA).

Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings. Parents on our PTF and SSC also serve as our parent advisory committee for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, immigrant students, etc.) Feedback from our parent

advisory committee and ELAC provide valuable input for the new LCAP. In addition, MSA-4 conducts surveys for parents, students, and staff, and the school staff make home visits. These all serve as a way to inform, educate, and gather input & feedback from all critical stakeholders.

MSA-4 holds periodical meetings to gather input from our stakeholders. These include monthly PTF meetings, quarterly SSC meetings, quarterly ELAC meetings, monthly parent activities/events including Coffee with the Principal meetings, weekly staff meetings, and other stakeholder meetings. The school conducts a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. A majority of our stakeholders participate in this survey. MSA-4 staff also makes home visits annually and seeks feedback from the parents for school improvement.

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

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

Within 60 days of the beginning of school, the School sends [e.g., via mail, sent home with students, and/or placed in orientation packets and/or registration packets] a notice to all parents containing, but not limited to, the following information:

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

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

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

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

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

community members selected by parents, and pupils. Classroom teachers shall comprise the majority of persons represented under category (a). (Education Code Section 52852) Furthermore, Education Code Section 52852 states that parents or community members on the SSC may not be employed by the school district.

Additionally, the SSC will be involved in decisions regarding how funds reserved for parent involvement activities are allotted for those activities.

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

Building Capacity for Involvement:

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

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

- The LEA will encourage parents to serve on its board of directors;
- The LEA will seek input from the PTF and the SSC on ways to assist parents to understand the Standards and Requirements.
- The LEA will encourage parents to serve on its board committees.
- The LEA will regularly publish in its Newsletter, and/or on its website, descriptions and explanations of State academic content standards and State student academic achievement standards, State and local academic assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve the academic achievement of their children.
- Regular meetings will be held by the LEA at community libraries and/or parent volunteer homes to discuss how parents can work with educators to improve their child's academic achievement.
- The LEA will hold Back to School nights to introduce parents to the School's curriculum and its correlation to the State's academic content standards and academic achievement standards.
- Parents will be invited to attend regular classes to learn about State and local academic assessments and to take sample tests.

B. Helping Parents to Work with their Children

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

- Student-Teacher Status Portal: MSA-4 uses an online web portal to enable parents, students, and teachers to communicate more efficiently. Teachers have a webpage for every class in which they post course material, homework assignments, projects, course grade statistics and records of students' grades on quizzes, tests, class participation and homework assignments. Students and parents use confidential passwords to log on.

Families without home computers will be encouraged to come to the school and use one of the available computer stations. Classes are held at the school on how to use the portal as well as how to access it via free Internet access at public libraries if that is more convenient than coming to the school.

- The LEA will provide parents with access to literacy programs that bond families around reading and using the public library.
- The LEA will provide annual seminars on parenting skills and parent-child communication.
- The school's psychologist will work with parents to better understand their children and the issues facing them.
- The LEA will train parents how to tutor their children in the school.
- Individualized student and parent advisory sessions: Each of LEA teachers and mentors will be assigned to a small group of students. They will arrange two to four meetings at school during the school year to discuss their students' academic achievements.
- One-on-one meetings with the parents of academically low-achieving students to support the parent in providing the student the study environment he/she needs.

Education on Parent Involvement:

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

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

- Home Visits: Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, the LEA will use home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with low-achieving students.
- The LEA teachers will visit students at their homes to enhance student learning and involvement. Family visits offer invaluable insights about students. They can provide new understanding about students' learning styles. Visits might also reveal the emotional and social needs and behaviors of students. It is helpful to know if they react to problems with tears, anger, or withdrawal, and how they socialize with peers. Through family visits, teachers can identify students' latest interests or concerns, such as a new hobby, an upcoming trip, or a change in the family.
- A phone tree will be established where volunteers call all parents of participating students to solicit feedback and ideas for building ties between parents and the LEA, how to best communicate with parents and how to work with parents as equal partners.
- A survey will be sent home to parents of participating students that solicits information on what skills each parent has to offer the LEA and what types of parental involvement programs in which parents would most likely participate.

Other Optional Parent Participation:

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

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

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

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

School-Parent Compact:

At the beginning of each school year, the School will enter in to School-Parent Compacts with parents of participating children. The School-Parent Compact will outline how parents, the entire school staff and students will share the responsibility for improved student

academic achievement and the means by which the School and parents will build and develop a partnership to help children achieve the State's high standards.

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

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

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

- The LEA will hold regular meetings, and send notice of these meetings, for the purpose of formulating and responding to recommendations from parents of participating children.
- The LEA will provide language translators at parent meetings to the extent practicable.
- The LEA will schedule meetings to enable families to share information about culture, background, children's talents and particular needs for the schools.
- The LEA will provide parents of limited English proficiency with access to English as a Second Language (ESL) classes to increase their English language proficiency to assist their children with homework. The school's principal will visit the classes to interact with the parents.
- English Learner Advisory Committee: The English Learner Advisory Committee (ELAC) is mainly a committee of parents or other community members who want to advocate for English Learners. The committee provides parents of English Learners opportunities to learn more about the programs offered to their students and advises the principal and the School Site Council (SSC) on programs and services for English Learners.

State law mandates each school site with 21 or more students of Limited English Proficiency (LEP) in attendance, regardless of language, to form a functioning English Learner Advisory Committee (ELAC).

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

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

Notices:

In accordance with law, the LEA will provide the following notices to our parents:

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

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

As explained in Section "Parent and Family Engagement," MSA-4 parents and families are involved in the development of the LCAP Addendum, School Plan for Student Achievement (SPSA), and the LEA's Local Control and Accountability Plan (LCAP). On an annual basis, MSA-4 will submit California Department of Education ("CDE") –required plans to the Parent Council for review and suggested changes before appropriate plans are submitted to the authorizers and the CDE with the Consolidated Application. In addition, all parents of participating children will annually be invited to review the LEA's plans and submit comments.

All parents will be involved, to the extent applicable, in the process of school review and improvement. This includes disseminating the results of the local annual review of each school served under Title I, Part A to parents. In addition, the parents will be invited to annually review the effectiveness of the parental involvement policy and other Title I, Part A activities and provide comments to the LEA.

Programs:

MSA-4 will implement the Multi-Tiered System of Supports (MTSS) as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system to support students. The framework of MTSS utilizes high quality evidence-based instruction, intervention, and assessment practices to ensure that every student receives the appropriate level of support to be successful. A Multi-Tiered System of Supports align with the academic standards and behavioral expectations, in order to accelerate the performance of every student to meet and/or exceed proficiency.

To support students academically, social-emotionally and behaviorally, and create a climate of academic success, MSA-4 recognizes that we must address the needs of the entire child. Often, we focus on punitive and remedial practices, therefore, we may unknowingly reinforce unwanted and antisocial behaviors. MSA-4 implements a positive behavior support program. Program expectations require students to be Safe, Responsible and Respectful. The school tracks behaviors using a point system, to reward students for demonstrating positive behavior. Our school personnel (Dean of Academics/Department Chairs) lay a foundation to engage students and enhance learning. Our school community works together to establish agreed upon norms, build relationships, learn pro-social behaviors, improve academics and demonstrate a culture where adults encourage motivation and knowledge is co-constructed through multi-tiered systems of support.

MSA-4 has ability to quickly identify low-achieving students through frequent benchmark assessment and review of individual student data. Students who are achieving substantially below grade level are recognized through multiple measure assessments including in-class assessments, NWEA MAP assessments and other program data through ALEKS, Khan Academy, myON and StudySync.

MSA-4 utilizes data and progress monitoring to determine best practices to support student achievement. Teachers and student stakeholders are invited to meet with teachers to discuss possible intervention methods and learn how they can participate in helping with their child's education. Parent-teacher meetings at the school are followed by home visits as needed.

The intervention model that is written into the schedule for the MSA-4 program is flexible intervention that can be used with a variety of curriculum and varying schedules. MSA-4's principal approach is to intentionally build consistent math and ELA intervention time into the entire school schedule. A variety of implementations are used. Implementation strategies may include:

- Intervention block every day or 2-3 times per week (a student may have reading intervention on one day and math on the next)
- Intervention/Enrichment computer tutorials where the teacher can tutor selected students
- Specialist, instructional assistant, and volunteer support during intervention time
- Divide students up by need and send to different teaching team members for support during intervention blocks

During intervention teachers use educational materials that provide review, re-teach and enrichment programs. McGraw Hill's publisher resources, ALEKS, Curriculum Associates' Ready Common Core program, Kuta software, Khan Academy, Accelerated Reader and Accelerated Math program, Achieve3000, and Buckle Down allow teachers to monitor the progress of students who are achieving below grade level and provide software generated tests and personalized instructional materials based on CCSS and areas of growth. MSA-4 has Teacher Assistants on all levels to support overall achievement.

Tiered intervention implementation is outlined below. Student progress is closely monitored through a well-integrated system of instruction and intervention guided by student assessment data.

Intervention Cycle and Process

MSA-4 uses the following to inform, monitor, and implement response to intervention strategies:

- Historical student data
- Data related to SBAC results and Spring NWEA MAP data from previous year
- NWEA Diagnostic data
- Fall NWEA MAP
- Progress monitoring data
- Classroom Assessment Data
- SBAC Interim Data
- SBAC Interim Block Assessment
- SBAC Interim Comprehensive Assessment
- Spring MAP
- Winter MAP (optional)

Tier 1: High-quality instruction, progress monitoring, differentiated learning, group interventions, classroom accommodations

The RTI process begins at Tier 1 with high quality instruction and universal screening of all children within the general education setting. Through the use of formative assessments such as the MAP test, the school establishes a baseline to identify students who need additional support and struggling learners are provided classroom accommodations and differentiated instruction to meet their needs. Tier 1 academic supports include technology-rich instruction, progress monitoring, differentiated learning, group interventions and classroom accommodations. Using strategies and tools such as adaptive programs, NWEA MAP universal screening, Integrated and Designated ELD, Explicit Direct Instruction, and Culturally Responsive Teaching. Tier 1 behavioral and socio-emotional supports are centered around School-Wide PBIS, led by the Dean of Students. With clear expectations taught through a Life Skills course and etiquette program students earn rewards for desired behaviors. Assemblies, student surveys and our SSPT process encourage student participation and voice.

Within Tier 1, a student may receive the following supports:

- Adaptive programming in McGraw Hill's ALEKS and StudySync
- Khan Academy
- BrainPOP ESL
- Discovery Education
- myON
- National Geographic
- 1:1 devices

- Advisory/SSR

The length of time in Tier I interventions may vary, but generally does not exceed eight weeks. During that time, the school will continue to evaluate student progress based on interim data such as Smarter Balanced Interim Block Assessments, Comprehensive exams, and classroom assessments. At the end of this period, students showing significant progress are exited from interventions, while those needing more intensive supports are moved to Tier 2. A student success team is gathered to determine intensive support.

Tier 2: Targeted Interventions

Tier 2 focuses on targeted interventions to create a high-quality differentiated environment where students are supported to engage at their optimal levels. The school uses co-teaching strategies, and "Power" classes for mathematics and ELA intervention. Additionally, students with targeted needs receive tutoring, Saturday and Summer school instruction is available universally. When students are identified as needing additional support, restorative practices are utilized such as peer mediation, new-comer and behavior management support groups, community restoration assignments, goal setting and monitoring and Edge Coaching.

Students not making adequate progress with Tier I interventions are matched with more intensive academic and/or behavioral support based on their needs. These services are provided by general education teachers, math and literacy coaches, and special education teachers. In small groups and within the general classroom setting, students may access:

- Power Classes (Math and English)
- Co-taught classes
- Push-in support
- Before and after school tutoring
- SSR/Advisory

Pull out supports are utilized to support students who require additional academic support and the learning lab will be used.

Students receiving Tier 2 interventions may require a longer period of monitoring, however, it does not typically exceed a semester. Students who do not demonstrate progress are moved into Tier 3. While students who have shown significant progress are placed into Tier 1.

Tier 3: Intensive Interventions and Evaluation

Tier 3 assists those students in most academic need. Our schools have both push-in and pull-out services with specialists to ensure students' needs are met. Using of our Special Academic Instruction program, instructional aides, learning centers, and Saturday school we are able to help our most struggling learners close the achievement gap. Support for our exceptional learners include search and serve to meet their needs and an accelerated math pathway. Supports for behavior and socio-emotional are centered around restorative practices. Utilizing reflection committees, we determine the proper intervention for individual students. Using trauma-informed practices and socio-emotional wellness, these strategies and programs address the needs of all scholars including the most vulnerable, academically and emotionally unresponsive students.

In Tier 3 of the MSA-4's RTI program, students receive individualized, intensive interventions that target specific skill deficiencies that include:

- All Tier 2 interventions
- Push-in and Pull-out support: Education Specialists, Intervention Teachers, and Literacy Coaches provide push- in and pull- out support in core classes to learners receiving Tier 3 interventions. Support providers assist teachers in creating accommodations and differentiated learning experiences so that all students may access class materials. If it is deemed that students would benefit from further individualized support, they are pulled out for more intensive instruction.
- Study Skills classes: Study Skills courses are taught by Education Specialists as an elective course for students in need of additional support in note taking, organization, exam preparation, assignment completion, and time management.

- Instructional aides in the classroom: Instructional Aides support teachers with instruction by working individually with students, assisting in stations, clarifying instructions, and reteaching. IA's also provide behavioral support and reinforce the school's Positive Behavior Interventions and Support ("PBIS").
- Saturday School: Students assigned to Saturday School work with teachers on foundational skills related to their coursework.
- Learning Center: The Learning Center or Resource Classroom is designated as a space for both Special Education and General Education students to receive academic support from Education Specialists and Instructional Coaches. Students can complete assignments, test in small settings, use computers, and work with their peers on group assignments.

If the Student Success Team believes further intervention is necessary, then the student may be referred to special education or 504 services.

While Tier 3 students may access a variety of academic supports before and after school including tutoring, Saturday school, and teacher coaching, the majority of interventions are given throughout the school day to ensure that students receive the full benefits of their individualized instruction. Services in the learning center, push-in and pull-out assistance, instructional aides, and study skills classes are all provided to students during the school day.

Equitable Access to the Curriculum:

MSA-4 utilizes an instructional program that emphasizes equitable access to the curriculum for all learners, including students with disabilities. These include:

Co-Teaching/Push-in/Pull-out Support- MSA-4 supports its exceptional populations by utilizing multiple methods of providing special education services. MSA-4 fosters an inclusive model of education. As such, Professional Development in the area of co-teaching allows teachers to grow their ability to educate and service students of varying abilities. In order to effectively implement a co-teaching model, special education and general education teachers are given time to co-plan and develop lessons so that students are provided appropriate supports and accommodations. Students who require additional assistance, receive services in a push-in or pull-out model where they receive more individualized attention.

Additionally, the digital formatting of our McGraw Hill curriculum allows teachers to collaborate on unit and lesson plans to ensure that all students' accommodations and needs are being addressed. This system is setup such that all students attend every class. The Special Education teacher and various paraprofessionals provide instructional support within the general education setting. This allows for all student groups to be supported while participating in the least restrictive environment throughout the day.

Embedded Supports- In addition to the on-site staff coordinated by the Special Education and/or RTI Coordinator, MSA-4 contracts with an outside service provider to support children's learning needs, such as intervention specialists, speech and language therapists, and occupational therapists who work with teachers to provide the least restrictive and most accessible learning environment. Special education aides work directly in the classroom, providing customized support to students throughout the day, and are valuable members of the team.

Differentiated Instruction- Teachers at MSA-4 deliver a curriculum that is tailored to each student's interests and needs. This support includes accommodations, use of technology, and data-informed decisions, such as utilizing Lexile reading scores and bringing technology into the classroom.

Socio-economically disadvantaged/low income students:

The instructional design of MSA-4 addresses the needs of low-income and socio-economically disadvantaged students, who make up the overwhelming majority of our enrollment. Socio-economically disadvantaged students are identified through their participation in the Free and Reduced Lunch program. Counseling, intervention/remediation, individual tutoring and free eligibility to after school social, academic and athletic programs are some of the many programs that support our socio-economically disadvantaged students. Home visits, motivational guest speaker programs, parent meetings, university and college visits, and instructional field trips are planned to shape the educational vision of the student and the family. Socio-economically disadvantaged students have role models around them who will inspire motivation to focus on lessons and self-confidence with the discovery of their potential.

The Charter School administration ensures that these programs are available to all students, including socio-economically disadvantaged students, and works with the teachers and parents to encourage for student participation in these programs. The administration monitors the performance and progress of socio-economically disadvantaged students through the use of MSA-4's data cycle.

Annual Evaluation:

MSA-4 implements a schoolwide program where the comprehensive needs assessment is done and evaluated annually with our stakeholders based on many achievement and growth metrics, including CAASPP proficiency rates in ELA/Literacy and math, CA School Dashboard status and growth data, NWEA MAP growth data, student grades, and other assessments described in this section.

MSA-4, with the involvement of parents and our SSC, conducts an annual evaluation of the content and effectiveness of our schoolwide programs as well as our family involvement policy in improving the academic quality of the school under Title I, Part A, including identifying barriers to greater participation by parents in activities under ESSA. MSA-4 pays particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. MSA-4 will use the findings of such evaluation to design strategies for more effective parental involvement and to revise, if necessary, our family involvement policy. Please see section "Parent and Family Engagement" for more details.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

LEA is an independent, direct-funded charter school and it is a single-school LEA. MSA-4 Homeless Liaison shall ensure that:

1. Homeless students are identified by school personnel and through coordination activities with other entities and agencies.
2. Homeless students enroll in and have a full and equal opportunity to succeed at MSA-4.
3. Homeless students and families receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by MSA-4, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.
4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
6. Enrollment/admissions disputes are mediated in accordance with law, the MSA-4 charter, and Board policy.
7. Parents/guardians are fully informed of all transportation services, as applicable.
8. School personnel providing services receive professional development and other support.
9. The School Homeless Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the

Higher Education Act of 1965 and that the youths may obtain assistance from the School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

Homeless children and youth will be identified through:

1. The application process for enrollment (self-identification)
2. School personnel recommendations
3. Coordinated activities with other entities and agencies

MSA-4 will comply with all federal, state, county, and other data collections and reporting requirements regarding homeless children and youth.

In order to provide equal access to our school, the MSA-4 annual student recruitment plan shall include efforts to reach homeless families, children, and youth via free public events, community centers, and local homeless service providers. Homeless students may also be identified at the time of enrollment (through self-reports).

Homeless youth will not be discriminated against in the application process. Homeless children and youth will be allowed to apply for enrollment in accordance with current MSA-4 enrollment policies even if the parent/guardian is unable to provide the school with the records normally required for enrollment such as previous academic records, birth certificate, medical records, proof of residency, or other documentation. The MSA-4 designee shall immediately contact the school last attended by the student to obtain the relevant records. If the student needs to obtain immunizations or does not possess immunization or other medical records, the designee shall refer the parent/guardian to the homeless liaison. The liaison shall assist the parent/guardian in obtaining the necessary immunizations or records for the student.

In the case of an unaccompanied youth, the homeless liaison shall assist in the enrollment process. Unaccompanied youth shall be immediately enrolled if space is available even if unable to provide the school with the records normally required for enrollment (as above), and despite lack of parent or legal guardian's supervision or permissions, or "power of attorney" by supervising adult.

Any confidential record ordinarily kept by the school, including immunization or medical records, academic records, birth certificates, guardianship records, and evaluations for special services or programs, of each homeless child or youth will be maintained so that the records are available, in a timely fashion, when a child or youth enters a new school or school district.

Homeless students automatically qualify for free breakfast and lunch at MSA-4. Families do not have to fill out an application or provide proof of income. Homeless students will be added to the free meals program as soon as they have been identified.

Per the McKinney-Vento Act, LEAs must provide services to homeless children/youth that are comparable to those received by other students in the school selected, including transportation. In addition, schools must provide transportation for homeless students to and from their school of origin, if feasible.

MSA-4, where feasible, applicable, at the request of the parent/guardian and/or in the best interest of the homeless children and youth shall provide transportation to students experiencing homelessness to ensure the students are able to stay at MSA-4 for the duration of their homelessness. MSA-4 may work with the youth's district of residence or other agencies to provide transportation services.

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

(A) through coordination with institutions of higher education, employers, and other local partners; and

(B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LEA is an independent, direct-funded charter school and it is a single-school LEA serving students in grades 6-12.

Dual Enrollment:

MSA-4 provides a college preparatory educational program emphasizing science, technology, engineering, arts and math in a safe environment that cultivates respect for self and others. Through Honors courses, AP courses and dual enrollment courses, students who demonstrate high achievement, interest and/or ability are provided the opportunity for a rigorous learning environment. As we encourage our students to have an accredited college/university/post-secondary institution ("college") course-taking experience as early as possible, we also work with our students to ensure it is a successful one and that it complements the rigorous course schedule offered at MSA-4.

College Pathways Program:

MSA-4 upholds the belief that college is attainable through academic success and persistence. The MSA-4 College Pathways program provides students with the emotional and instrumental support students need to graduate college and career ready. By providing timely information and guiding students through the college application process, our College Counselor plays an integral role in nurturing students' college aspirations, supporting college preparation activities, finding best-fit colleges, universities and career programs, and advising students on how to make successful transitions from high school to their colleges of choice.

A distinguishing feature of our College Pathways program is the active participation of our students in the development and design of their future academic pathways. Our college counselor works individually with parents and students on a Four-Year Plan that outlines graduation requirements, tracks extracurricular and volunteer activities, and builds students' resumes in order to support them in the college application process. Special programming is offered to students to develop interests and build on skills needed for credentialing and certification for specific trades.

To enrich college-going activities, our College Counselor and students regularly visit college campuses, research requirements, and explore financial aid and scholarship options. College advising teams work together to track UC/CSU A-G requirement completion, credits completed towards graduation, scholarship eligibility, scholarship applications, Personal Statements, progress towards college application submission, and more.

Additionally, MSA-4 is invested in monitoring the postsecondary pathways of our graduates including the transfer, persistence, and completion trends across the spectrum of institutions including 4-year universities, 2-year colleges, trade/technical schools, and the military. Our alumni network is strong with students returning as tutors, mentors and contributors to our rich learning environment. By serving students as a tangible resource, the college mentorship program is able to greatly increase positive outcomes for our students.

Advisory Program:

Our students take Advisory all four years of high school. Each student works closely with their Advisory teacher to develop their Four-Year Plans, exploring and setting academic and career goals. Students take part in team building activities, community service opportunities and work on their high school portfolio. Advisory also provides curriculum to increase student knowledge and ability

in skills necessary for everyday living. The program emphasizes defining personal values, goal-setting and planning, making decisions and solving problems, evaluating information and dealing with media and peer pressure, communication and relationships, decision-making, wellness and personal safety, and contributing to your community.

College Readiness Course:

MSA-4 offers a college readiness course to all our juniors and seniors that focuses on preparing students to complete college applications by creating a portfolio that includes CSU Mentor High School Planner, UC/ Private School Personal Statement, EOP application, SAT/ACT registration and preparation, and FAFSA Forecaster.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

(A) assist schools in identifying and serving gifted and talented students; and

(B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LEA is an independent, direct-funded charter school and it is a single-school LEA serving students in grades 6-12.

MSA-4 may use Title I, Part A funds to support our GATE Program and School Library/Reading & Digital Literacy Skills Program as described below.

GATE Program:

MSA-4 is committed to supporting gifted and highly capable students in a safe, caring environment which promotes a college preparatory, STEAM education. Instructional programs for Gifted and Talented students are based on the core principles that all students have the potential to excel and should have the opportunity to develop their individual abilities, interests and potential. The purpose of the MSA-4 GATE program is not to simply identify the highest achieving students, but rather, identify students with exceptional abilities, those that go well beyond their peer group.

MSA-4's advanced academic programming serves students in grades 6-12 and offers highly challenging learning opportunities that adhere to our Core Values of Excellence, Innovation, and Connection. Educational experiences and are designed to meet the needs of advanced learners with an emphasis on innovation, critical thinking, and logical reasoning. MSA-4 serves GATE students through a number of delivery models and settings so that students obtain an optimal level of learning. These include, but are not limited to, Advanced Placement courses, Honors/Scholars classes, cluster groupings, acceleration (math, etc.), enrichment activities, independent studies, and group projects.

MSA-4's GATE identification procedures are equitable, comprehensive, and on-going. Assessments and recommendations for the program reflect best practices and are research-based. MSA-4 understands that examinations alone may not reflect the abilities of all students, as well as GATE students of diverse populations. Therefore, MSA-4 includes teacher and/or administrator recommendations as well as work samples in its identification process. In order to identify a student as gifted, evidence must be gathered relating to his/her ability to perform beyond chronological peers. Data should be broad enough to discover aptitudes across racial, ethnic, and economic groups.

School Library/Reading & Digital Literacy Skills Program:

All MSA-4 students participate in Sustained Silent Reading (SSR) for about half an hour day, every day. MSA-4 utilizes myON reader, a personalized, online literacy program that helps teachers manage and monitor a student's independent reading practice. myON is used as a reading intervention, as it generates book recommendations within each learner's target Lexile ranges. Accommodations such as audio narration to model reading fluency, highlighting text, and the use of embedded dictionaries, allow learners to develop academic vocabulary and reading fluency. Teachers have access to data related to Lexile levels which informs their teaching and supports differentiation. Once completed, the student is administered an online assessment which informs the teachers of the student's progress. If a student continues to struggle while reading at his or her level, additional interventions are implemented. All teachers use assessment results to inform Response to Intervention (RTI) strategies.

Besides online resources, MSA-4 also strives to provide a rich collection of texts through school and classroom libraries to support literacy instruction and academic achievement. Our teachers promote greater amounts of reading, increased reading frequency, and more diverse reading experiences among their students, thus helping them to attain greater levels of reading achievement.

Title I, Part A Use of Funds:

MSA-4 aligns its federally-funded programs with the priority goals of the school and such funds provide the opportunity to innovate. The planning process supports continuous cycles of action, reflection, and improvement. Through our information/input sessions including Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings, we have identified the following strategies and actions that we plan to use Title I, Part A funds to supplement our education program:

- Supporting teachers with their PD needs in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment; monitoring and evaluating teachers for their performance;
- Providing CCSS aligned ELA and math support and intervention to all students, including ELs and immigrant students, and monitoring student progress in ELA/Literacy and math as measured by the interim assessments (MAP, IAB, etc.);
- Promoting a college-going culture through dual enrollment, AP courses, college visits, and other college related activities;
- Providing students with a well-rounded education including programs such as health and physical education, arts and civics, GATE programs, school library/reading and digital skills programs, etc.;
- Supporting instruction with technology;
- Pursuing an integrated strategy to support the exchange of information, purposeful interaction, and meaningful participation between the school, families, and community partners to support student learning and achievement. This will include but not be limited to SSC, ELAC, and PTF meetings, parent activities/events, web portal, home-visits, and school experience surveys;
- Providing students with 4-year plans and support programs to ensure timely high school graduation;
- Implementing policies that encourage and support student attendance, positive student behavior and improvements.

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Formal Agreements
ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Comparable Education Program
ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend**.**

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Successful Transitions
ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Educational Needs
ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

MSA-4 conducts credential review as part of teacher hiring process and support our teachers' credentialing needs. We also annually review master schedule/teacher assignments to ensure compliance. We ensure that all teachers are supported with their credentialing needs and that they participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. MSA-4 also monitors and evaluates teachers for their performance.

MSA-4 monitors how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. The school leadership team makes daily classroom observations using the Magnolia Public Schools (MPS) teacher observation protocol which includes walkthroughs, informal and formal observations and formal evaluation.

MSA-4 evaluates teachers for their performance. We identify those areas the teachers need improvement to become more effective and efficient at their jobs and communicate with teachers about performance, mutually establish goals and identify actions for progress, and evaluate results. Evaluation results may be used as basis and documentation for performance pay, transfer, promotion, reassignment, or disciplinary action.

Professional development occurs both at the organizational level and school level. In addition to ongoing professional development activities that support efforts to increase student academic performance, MSA-4 provides all staff with multiple opportunities to grow professionally. MSA-4 assesses staff professional development needs through formal and informal performance observation and surveys. Based on these data and combined with the school improvement plan actions in our LCAP and SPSA, MSA-4 determines common staff development days, and tailors staff development to individual staff needs.

PROFESSIONAL LEARNING COMMUNITIES ("PLCS")

MSA-4 is organized into Professional Learning Communities by grade level and by department. PLCs seek to transform a school into a community that fosters mutual cooperation, emotional support, personal growth, and a synergy of effort. Combined with the school improvement plan actions in our LCAP and SPSA, the answers to the following questions are studied in PLCs:

- How do we ensure that students learn?
- How do we foster a culture of collaboration?
- How do we ensure results?

We use PLCs to:

- Clarify intended outcomes
- Develop common assessments
- Jointly analyze student achievement data
- Establish team improvement goals
- Share best practices and materials
- Engage in collective inquiry and action research regarding student learning
- Support system and sense of efficacy
- Promote more engaged, motivated, and successful students with reduced absenteeism
- Focus on students' needs academically and behaviorally

As an implementation of the PLC at MSA-4, all staff will read educational literature and make informed recommendations for school and system-wide improvement. The staff will produce an annual reading list recommended by the PLCs. The following literature will be on MSA-4's staff reading list: Alan Blankstein, Failure Is Not an Option: 6 Principles That Advance Student Achievement in Highly Effective Schools; Dr. Robert Marzano's Classroom Management That Works: Research-Based Strategies for Every Teacher; Carol Ann Tomlinson's How to Differentiate Instruction in Mixed-Ability Classrooms, and Doug Lemov's Teach Like A Champion.

SCHOOL-WIDE MEETINGS AND PROFESSIONAL DEVELOPMENT ACTIVITIES

Department Level Staff Meetings

All teachers meet departmentally every month to:

- Share Time: Presentation by a member on an effective classroom strategy
- Vertically align curriculum
- Analyze student achievement data (NWEA MAP, CAASPP, ELPAC, grades)
- Improve instructional strategies per data indicators
- Differentiate instruction
- Plan major departmental events
- Discuss other departmental issues and policies

Department Chairs are responsible for minutes and forwarding action items to the appropriate administrative leaders.

Grade Level Staff Meetings

Grade level teachers meet once a month and collaborate on the issues below:

- Classroom strategies
- Sharing promising practices
- Curricular and academic issues (grading uniformity, homework load, differentiation, and other academic issues)
- Support for students with academic challenges (IEP, 504, RTI, SSR, Accelerated Reader, Accelerated Math, Tutoring)
- Discussion of student academic supports (peer tutoring, mentorships)
- Long-term projects (science fair projects, English & history & math projects)
- Integration/thematic units/horizontal alignment of the curriculum
- Field trips
- Discussions and strategies for students with behavioral problems
- School/grade level wide incentive programs
- Other common grade level and school wide issues

Grade Chairs are responsible for minutes and forwarding action items to the appropriate administrative leaders.

Wrap Up Meetings

MSA-4 staff participates in end-of-the-year meetings to focus on evaluation of student achievement data, effectiveness of the programs such as testing, curriculum, and intervention programs, counseling, after school, and other school matters. These meetings help staff prepare a professional learning plan for themselves and review what worked well during the school year. These plans and feedback are addressed in the summer in–service program.

Summer In-Service Programs

MSA-4 holds orientations and trainings for both new and veteran teachers to familiarize them with policies and procedures regarding the Charter Schools' operations, and the academic and education program goals for the year. A teacher workshop/summer in service program is held in August for about two weeks. The program consists of at least four days of intensive training, after which teachers continue their studies at their school sites and communicate with each other via grade level and subject area email groups.

Peer Observations

MSA-4 believes that every effective teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally. Therefore, each teacher is required to make monthly class visits to other teachers' classrooms to observe effective strategies and reflect on his/her observations by using peer observation beneficiary forms. These forms are used to create a professional development plan for individual growth.

Formal Observations/Evaluations

All teachers are observed in the classroom by department chairs and the administrative team (Dean of Academics, Principal and Chief Academic Officer). A rubric guides observation and allows for the development of constructive feedback. MSA-4's formal teacher evaluation program is comprehensive and includes an evaluation of academic performance of their students. All teachers are evaluated annually. A pre-conference and post conference are scheduled for each of the evaluation.

Walkthroughs

MSA-4 administration/Department Chairs make regular walkthroughs in each teacher's classroom. This quick and informal visit provides teachers immediate and constructive feedback in specific areas to improve instruction and student learning.

Beginning Teacher Support and Assessment Program ("BTSA")

MSA-4 provides new teachers with BTSA, a two-year program that provides beginning teachers with collegial support, guidance, professional development, motivation to continue in the profession, and training. It links college level teacher preparation with classroom application.

Ongoing Professional Development Program for Special Education

MSA-4 conducts ongoing in-services for special education. During the August in-service training a specialist trains our entire staff about services and programs related to students with learning disabilities. MSA-4's special education teachers train the staff on the IEP documentation and how to implement accommodations and modifications in a general education classroom. Our special education teachers attend workshops and trainings provided by the District/County and SELPA and attend a resource conference to hear from additional experts in the field of special education. In addition to the August sessions, MSA-4 conducts quarterly training sessions about special education. Special education teachers and paraprofessionals who are authorized to handle crisis situations and physically restrain students will complete specialized training in behavioral interventions, such as Crisis Prevention Institute ("CPI"), prior to placement in the classroom.

SUPPORT FOR SCHOOL ADMINISTRATORS

Magnolia Public Schools (MPS) Home Office holds monthly day-long meetings for school administrators (principals and deans) where principals and deans are trained by the Home Office support staff on leadership, academics, accountability, school operations, finance, HR and other matters. These meetings create medium for best practice sharing, collective brainstorming, problem-solving as well as data analysis and specialized training. Based on a needs-assessment of the administrators, the deans meet with their principals and principals meet with the Home Office c-level team to set 2-3 professional development goals for the year in August, followed by a mid-year progress check in January and an end-of-year progress meeting in May. Individual needs and professional development goals drive the professional map at MPS. The CEO, COO, CAO, CFO, and the Chief Accountability Officer provide weekly online check-in sessions, monthly in-person trainings at the Home Office, and biweekly mentoring sessions on-site.

TUITION REIMBURSEMENT

MPS provides all employees with professional development opportunities to increase the effectiveness of their performance in their present positions, and to obtain skills, knowledge, and abilities which may improve their opportunities for advancement within the Organization. There are four types of programs covered under the Tuition Reimbursement policy which include sample recommended job-related certifications and programs. Category 1 includes teaching related certification/career development programs; Category 2 includes administrative related certification/career development programs; Category 3 includes job-related master's degree program; and Category 4 includes job-related doctoral degree programs. Sample Category 1 programs include:

- CCTC approved teacher credentialing programs (at a college or university, through college/university internship, district internship, etc.)
- CCTC approved subject-matter preparation programs
- BTSA induction programs
- English Learner Authorization/CLAD certification
- National Board certification
- Undergraduate/graduate level academic courses not leading to a degree program
- Other programs if approved by the MPS Home Office

Sample Category 2 programs include:

- Administrative services credential
- College counseling certification
- Behavior intervention specialist certification
- CBO certification
- SHRM certification
- Project management certification
- IT certification
- Undergraduate/graduate level academic courses not leading to a degree program
- Other programs if approved by the MPS Home Office

As described above, MPS and MSA-4 will continue to provide systems of professional growth and improvement and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and it is a single-school LEA.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

MSA-4 firmly believes that teacher quality is the most important variable in increasing student achievement. The evaluation process helps the teacher and the school administrators build on the strengths of the teacher and identify those areas the teacher needs improvement to become more effective and efficient at his/her job. Performance evaluation allows the school administrators and the

teacher to communicate openly about performance, mutually establish goals and identify actions for progress, and evaluate results which may provide a basis and documentation for transfer, promotion, reassignment, or disciplinary action.

The Evaluation Process

MSA-4 will use multiple measures in order to make a reliable teacher evaluation. These measures include (1) Teacher Performance on the MPS Framework for Teaching, (2) Teacher Professional Qualities, Dispositions, and Responsibilities, (3) Student, Parent, and Staff Voices, and (4) Student Performance. Using multiple measures will provide for better insight and reliability than using only one measure.

Standards in the MPS Framework for Teaching involve teaching processes and teaching outcomes and are the basis for classroom observation evaluations. The annual evaluation process involves frequent informal classroom observations and feedback for the teacher, a formal observation cycle, collection of evidence to foster collaboration with the teacher, and goal setting and monitoring. This process is supplemented by assessment of teacher's professional qualities, dispositions, and responsibilities, student and parent feedback through surveys, and student performance data. Numerous academic studies confirm the long-held belief that teacher quality is one of the greatest determinants of student achievement. By incorporating student performance into teacher evaluation, MSA-4 wants to keep ongoing student performance discussions with the teacher. MSA-4 will use the following weights for each measure to determine an end-of-year overall rating.

- Teacher Performance on the MPS Framework for Teaching: 55%
- Teacher Professional Qualities, Dispositions, and Responsibilities: 10%
- Student, Parent, and Staff Voices: 15%
- Student Performance: 20%

Evaluators will use the weights (percents) established above for each measure of teacher evaluation and the final score earned by the teacher on each measure to calculate an end-of-year overall performance score of the teacher. Depending on the overall performance score, the teacher will receive an end-of-year overall evaluation rating of 1 (Ineffective), 2 (Developing), 3 (Effective) or 4 (Highly Effective).

Teacher Performance on the MPS Framework for Teaching

MPS Framework for Teaching is based on research in educational psychology and cognitive science, as well as best practices in the field. The standards involve teaching processes and teaching outcomes and are the basis for classroom observations and evaluations. The framework provides a foundation for professional conversations among practitioners as they seek to enhance their teaching skills. It may also be used organization-wide as the foundation of mentoring, coaching, professional development, and teacher evaluation processes, thus linking all those activities together and helping teachers become more thoughtful practitioners. Developing a common understanding of the framework is critical; therefore, MSA-4 trains all teachers, school administrators, and staff on the MPS Framework for Teaching.

The annual evaluation process at MSA-4 involves frequent informal classroom observations and feedback for the teacher, a formal observation cycle, collection of evidence to foster collaboration with the teacher, and goal setting and monitoring. MPS will use on online tool to record and share classroom observation notes, feedback, evidence, forms, evaluation results, and all other related documentation. The tool can be used by both the teacher and the observer or evaluator in respect to their roles. Teachers are encouraged to conduct peer observations. Informal observations can be conducted by the school administrators as well as instructional coaches, department chairs, MPS Home Office support team, and other professionals. Informal observations are mainly conducted for the purpose of providing focused, constructive, and critical feedback to the teacher aimed at improving teaching, or sometimes, just for learning from the observations. While formal observations also provide feedback and guide coaching of the teacher like the informal ones, they form the basis for evaluation of job performance evaluation and are conducted by the school administrators.

The teacher being evaluated will take the lead in conducting the evaluation process through the use of self-assessment, reflection and by gathering evidence for teaching practice. The evaluator will conduct classroom observations to collect evidence on specific standards. Collaborative use of evidence and reflection will provide a basis for self-assessment, goal-setting, professional development, and

demonstration on specific standards and expectations. The evaluator and the school administrator will meet mid-year to discuss progress toward annual goals, and if necessary, any adjustment to action plans. The evaluator and the administrator will meet toward year-end to discuss progress or completion of goals and possible new goals for the next school year.

After completion of the evaluation process, each teacher will receive a rating of 1 (Below Standard), 2 (Approaches Standard), 3 (Meets Standard) or 4 (Exceeds Standard) for each standard on the MPS Framework for Teaching. Besides rating (1) Teacher Performance on the MPS Framework for Teaching, the evaluators will also score (2) Teacher Professional Qualities, Dispositions, and Responsibilities, (3) Student, Parent, and Staff Voices, and (4) Student Performance. The final score and the weight for each measure will be used to calculate an end-of-year overall performance score of the teacher. Depending on the overall performance score, the teacher will receive an end-of-year overall evaluation rating of 1 (Ineffective), 2 (Developing), 3 (Effective) or 4 (Highly Effective).

Classroom Observations

Classroom observations are at the heart of a teacher evaluation system. These observations have potential to identify strengths and address specific areas for growth in teachers' practice. The following are important to consider in order for observations to become a fair and reliable tool:

- Focus of the observation
- How evidence is collected
- How evidence is interpreted against performance ratings
- How observations and feedback are shared

MSA-4 uses two types of observations that work in collaboration:

Informal Observations/Walkthroughs:

- Are conducted minimum six (6) times a year per teacher (Recommended: every other week)
- Are 10-15 minutes in length
- Are unannounced
- Focus on specific standard or element (While not opposing the idea that observation can focus on any identified area for growth at any time of the year, MPS recommends an organization-wide schedule as outlined below.)
    - August-September: Domain 1: Learning Environment (Standards 1 & 2)
    - October: Domain 2: Planning & Preparation (Standards 3 & 4)
    - November-January: Domain 3: Instruction & Assessment (Standards 5, 6, & 7)
    - January-March: Domain 3: Instruction & Assessment (Standards 8 & 9)
    - April-June: Standards 8 & 9, and other identified areas for growth unique to each teacher
- Result in bite-sized feedback to the teacher (Recommended: Feedback on both strengths and areas for improvement; leverage questions, if applicable; notes about what worked best and what could have been done differently and why; and some targets for improvement, if applicable.)
- Connect to the teacher's goals, if applicable
- Guide the coaching work of the school administrator
- Can also be done by peers (Recommended: at least two peer-observations per year by each teacher)
- Are recorded on the "MPS Classroom Observation Form"

Formal Observations:

- Are conducted once a year per teacher (Can be conducted more for teachers who are new at MPS or have ratings of 1 or 2 on any standard)
- Take full class period
- Scheduled

- Have three parts called the “Formal Observation Cycle”: Pre-Observation Conference, Formal Observation, Post-Observation Conference.
- Are recorded on the “MPS Classroom Observation Form” and rated on the “Post-Observation Reflection Form.”

Evidence Collection:

Formal Observations need to capture evidence of everything that is happening in the classroom, both verbal and non-verbal: What was the teacher doing and saying? What were students doing and saying? What were the tasks? What interactions took place between and among the students and the teacher? There are typically four types of evidence the evaluators can collect during an observation:

- Verbatim scripting of teacher or student comments
- Non-evaluative statements of observed teacher or student behavior
- Numeric information about time, student participation, resource use, etc.
- An observed aspect of the learning environment

High quality evidence is important in fostering collaboration with the teacher. The evaluators need to be cautious in collecting evidence rather than recording their opinions. The following are some differences between opinion and evidence, respectively. Subjective vs. objective; ambiguous vs. unambiguous; may include value judgment vs. free of value judgment; draws conclusions, makes inferences or guesses vs. makes observations; summarizes teacher practice vs. gives proof of teacher practice.

Student, Parent, and Staff Voices

Research into teaching effectiveness indicates that student, parent, and staff voices play a powerful role in helping schools and districts learn how to improve teaching. Surveys have been the primary means of collecting student, parent, and staff voices about effective teaching. MSA-4 uses an online platform to provide students, parents, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and students’ own strengths and weaknesses. MSA-4 believes that student, parents, and staff have an essential role to play in informing school climate and teaching effectiveness: this feedback instrument provides teachers and other employees with valuable data about how students see their classes, how much parents are involved, and how to facilitate improvement.

Student Assessments at MSA-4

As explained in Standard 7 of the MPS Framework for Teaching, “Teachers are expected to use formative and summative assessment strategies to monitor student progress and to adjust instruction in order to maximize student achievement.” The measures that are used to assess student progress include all state-mandated standardized tests such as the Smarter Balanced Summative Assessments. MSA-4 also uses the Smarter Balanced Interim Assessments which are designed to support teaching and learning throughout the year; and the Digital Library, designed to support classroom-based formative assessment processes. MSA-4 administers both the Interim Comprehensive Assessments (ICAs) and Interim Assessment Blocks (IABs) to assess student learning and inform instruction during the year. The Smarter Balanced Interim Assessments are specifically designed to provide the following:

- Meaningful information for gauging student progress throughout the year toward mastery of the skills measured by the Summative Assessments
- Assessments of the CCSS, which can be used at strategic points during the school year.

MSA-4 teachers also have access to publisher or third-party-provided assessments, such as McGraw Hill, Illuminate, Accelerated Reader, and MAP. MSA-4 utilizes computer adapted MAP testing to measure student progress three times a year. Teachers also, with the help of published materials, create standards-aligned formative assignments and tests that are evaluated using rubrics.

Assessments at MSA-4 are not tests only. As detailed in Standard 7, MPS teachers are expected to use a variety of formative and summative assessments that are valid and reliable measures of student achievement. (Ex: performance assessments, portfolios, etc.) Assessments are expected to be aligned with learning objectives. (Ex: Unit assessments are aligned with unit standards and learning objectives.) At MSA-4, teachers provide students with choices of ways to demonstrate learning and students participate in the development of their learning outcomes. Teachers use summative assessment results to plan next units and redeliver instruction.

MSA-4 teachers are expected to closely monitor all students' progress toward meeting student learning outcomes. Teachers use technology, as appropriate, to conduct data analysis and communicate assessment results and student growth to all stakeholders (families, colleagues, administration, etc.) Teachers review summative assessment results with students, and students are involved in self-assessment, goal-setting, and monitoring progress.

Using Student Performance as a Measure of Employee Evaluation

MSA-4 continually strives to develop and refine its Student Performance metric for the purpose of measuring student achievement and growth at our school sites, as well as to inform teacher effectiveness. State and local accountability indicators along with interim and summative assessments provide valuable data on student performance and progress. MSA-4 also recognizes that a variety of assessments can and should be used to measure student progress, such as performance assessments and portfolios. As such, MSA-4 considers using a thoughtful combination of interim and summative assessments and state and local indicators, as well as student work. MSA-4 needs to make sure that Student Performance data used is of high quality as agreed by all stakeholders. While evidence of Student Performance will be collected and analyzed during the evaluation process, developing and refining a definite Student Performance metric in each subject area is an ongoing process that involves the collaboration of all our stakeholders. For practical calculation purposes and the fact that the CA School Dashboard provides performance levels for all students and for student groups on the state indicators, MSA-4 will use the state indicators as its Student Performance metric unless a different metric is identified and agreed upon. MSA-4 will base 20 percent of end-of-year overall evaluation on Student Performance.

Ongoing Consultation to Support Continuous Improvement

As explained above in detail, MSA-4 uses a variety of data and ways to assess the effectiveness of professional development activities and teacher effectiveness, including but not limited to, informal observations/walkthroughs, formal observations, student, parent, and staff voices, student achievement data, and teacher self-assessment. The coaching/mentoring process that involves goal-setting, progress monitoring, periodic observations, feedback, reflection, peer observations and mentoring is geared toward creating an individualized professional growth plan and support system for each of our teachers and administrators. As also explained Section "Professional Growth and Improvement," MSA-4 will continue to provide all employees with professional development opportunities to increase the effectiveness of their performance in their present positions, and to obtain skills, knowledge, and abilities which may improve their opportunities for advancement within the Organization through PD, induction, certification and other programs that are funded by various sources, including Title-II.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Professional development for teachers of English Learners will be extensive and ongoing at MSA-4. Professional development specific to ELs will endeavor to improve ELD instruction, facilitate the ability of teachers and school leaders to successfully implement the EL program, and help improve English language proficiency and subject matter knowledge of ELs.

(Note: Magnolia Public Schools (MPS) receives Title III, Part A funds as a consortium of 10 Magnolia Science Academies, of which Magnolia Science Academy-1 is the lead member school. The MPS EL Coordinator of the Consortium serves all 10 school sites.)

Effective professional development will include:

- An ELD workshop for teachers at the Summer In-Service.
- An overview of the EL Master Plan, including program placement, progress monitoring, and reclassification, presented to all staff.
- Sessions dedicated to English Language Development (ELD) training for teachers at the annual Fall and Spring Teacher Symposiums.
- ELD training and shared best practices at least once per month at the school-site level staff meetings.
- All core teachers will attend at least one third-party ELD training (this may be done off or on site; for example, attend a workshop offered by the county office, or hire a consultant to present to the staff on site).
- The MPS EL Coordinator will regularly attend high-quality professional development workshops and conferences, including a monthly Bilingual Directors' Meeting at the Los Angeles County Office of Education, and share resources and information with teachers and school leaders at MSA-4.
- When possible, MSA-4 EL Coordinator will attend professional development sessions and meetings with the MPS EL Coordinator.
- The MPS EL Coordinator will host two (one per semester) trainings/meetings for the site-level EL Coordinators. These meetings will review ELD strategies, best practices, an assessment of EL data at each school site, and evaluate the effectiveness of the EL program.
- Regular updates regarding ELs and ELD will be provided to all MPS principals and deans during monthly meetings at the Home Office.
- The MPS EL Coordinator and MPS Math Coach will provide a workshop to math teachers that will support EL access across the curriculum.
- The MPS EL Coordinator and MPS Student Services director will provide resources to help teachers and school leaders support dually identified students.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Immigrant Identification Policy and Procedures:

MSA-4 will identify immigrant children and youth by asking the following questions in our Home Language Survey during enrollment:

- Student's Birth Place (including the City, State, and Country)
- Date Student First Attended School in the U.S.
- Date Student First Attended School in California

In addition to the Home Language Survey, MSA-4 will use information collected through birth certificates and any available CALPADS and school records to check if the following criteria are met in order to identify immigrant children and youth:

- is aged three through twenty-one;
- was not born in any state (each of the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico); and
- has not been attending any one or more schools in the United States for more than three full school years (20 USC § 7011[5].)

Although many immigrant students are English language learners, this is not always the case. Students who meet the definition of "immigrant" above will be reported in CALPADS and school records regardless of their primary language or language proficiency level.

Services and Activities for Immigrant Children and Youth:

The following are some of the supplemental services and activities MSA-4 will provide our immigrant students with, depending on the immigrant students' needs and the population size:

- Family literacy, parent and family outreach, and training activities designed to assist parents and families to become active participants in the education of their children, including home visits to the families and trainings on the student information system and introduction to the educational system and civics education;
- Language acquisition programs; primary language assessments and support, as needed (e.g., Ballard & Tighe); academic vocabulary development (e.g., Kate Kinsella workbooks);
- Additional tutoring for newcomers in core subjects and electives;
- Counseling and mentoring services;
- Translation services for parents and students.

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

CORE Program - SEI Program

EL Program Overview: All English Learners at MPS schools receive both integrated and designated English Language Development, that is supported by high quality curriculum, monitoring, professional development, coaching, and assessments. Depending on the student's language proficiency level and grade level (determined by the ELPAC), an EL student may receive designated ELD in a full hour class (will not interfere with college requirements), 25-minute class, or during their ELA class. MPS schools use the McGraw Hill ELA curriculum (Wonders for elementary and StudySync for secondary) which have integrated and designated strategies and lessons built in. Integrated ELD is provided in all classes, and teachers are trained to utilize strategies such as SDAIE and the CHATS Framework. (Supplemental - the training for the modeling and implementation comes from Title-III, Part A funds.)

The CHATS framework is made up of components that are broken up into five areas around the acronym: C – Content Reading Strategies; H – Higher Order Thinking Skills; A – Assessment; T – Total Participation Techniques; and S – Scaffolding Strategies. This framework is designed to work in mixed, multilingual classrooms and the corresponding book (available to all MPS teachers) provides resources and examples of how teachers can use each component in their planning. Additionally, all MPS schools have also adopted a literacy program designed to encourage students to read and help students build their comprehension and vocabulary skills. Currently, our schools are using either the Accelerated Reader Program or the myON Reading Program.

As part of the English Learner program, MPS collects students' language proficiency scores, state assessment scores, and MAP scores, along with teacher feedback in order to monitor student progress towards successful reclassification. ELD teachers, coordinators, and school leaders (deans of academics) meet at least once per month to review English Learner student data and address any areas of need. All data is collected and monitored through Illuminate, our data management system. The MPS EL Coordinator follows up with each site regarding regular EL student monitoring and provides intervention and organizational support as needed. In addition to the monthly meetings designed to address English Learner progress, weekly professional development meetings are held at each school site. During these meetings, student achievement across all grade levels and sub-groups are assessed and discussed. Our principals, deans, and teachers closely monitor all students during development meetings in order to provide additional academic support and assess academic progress and programs in all subject areas.

Although the EL Coordinator's primary duty will be to provide the supplemental services outlined below to ELs, the EL Coordinator will also work with the Chief Academic Officer, on-site EL Coordinators, and Office Managers to support schools with accountability. Some examples of how the consortium will hold member schools accountable are:

- Create Title III folders for each school site with a calendar of notifications, procedures for notifying parents of ELs, certifications for notices mailed and data reported, attendance sheets for PD and parent meetings/workshops, etc. The MPS EL Coordinator will work with school leadership and on-site ELD Coordinators to ensure that folders are maintained and updated.
- The executive office manager will ensure and certify the timely submission of all CALPADS data pertaining to ELs.
- School leadership will certify the timely submission of all Title III notifications mailed to parents of ELs.
- The consortium EL Coordinator will work with site-level coordinators to conduct walk-throughs of classrooms to ensure program fidelity.
- The consortium EL Coordinator will support site-level coordinators and teachers with progress monitoring of ELs and provide a framework for progress monitoring.

Authorized activities chosen by the LEA relating to supplementary services as part of the language instruction program for English Learner students: In order to most efficiently utilize Title III funds within the consortium, an English Learner (EL) Program Coordinator has been hired to provide direct, supplemental services to English learners and teachers of English language learners at all consortium-member schools (10 in total). The EL Coordinator will support implementation of the LEA's EL Master Plan and program, as well as ensure that all appropriate ELL services are being delivered at each member school. Specifically, the EL Coordinator will provide the following services to member schools:

- Maintain, evaluate, and improve the EL Master Plan and EL Program based on the observations, data, and feedback from each member school.
- Provide coaching, and professional development to all teachers of English learners (for example, provide integrated and designated ELD support, teacher training, coaching on SIOP, CHATS, and SDAIE strategies, and model push-in support).
- Conduct lesson demonstrations and classroom observations/walk-throughs in order to help improve instruction delivered to ELs.
- Help teachers monitor the progress of ELs and reclassified students and create appropriate interventions and action plans as needed.
- Assist site-level coordinators and staff with the development of action plans and appropriate supports for Long Term English Learners and Newcomers.
- Lead and train ELD Coordinators at each school site, including facilitate team meetings as well as coordinate the EL program strategic planning process.

- Oversee the adoption and implementation of the ELD curriculum.
- Attend ELL-related professional development and share resources and best practices with teachers and school leaders.

The MPS EL Coordinator will provide services in a percentage of time proportional to funding. A Personnel Activity Calendar/Report will be maintained by the MPS EL Coordinator.

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

(A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and

(B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Please see Program Overview above in section "Title III Programs and Activities" for a detailed discussion of integrated and designated ELD, curriculum, and progress monitoring.

EL students are carefully monitored by both site-level EL Coordinators and the MPS EL Coordinator. Academic data will be regularly assessed to determine if intervention is needed, and appropriate action plans will be created that involve students, coordinators, teachers, deans, and parents. Reclassified EL students will also be monitored for a period of four years (where applicable) following their reclassification.

The Consortium EL Coordinator will work directly with teachers of ELs, on-site EL Coordinators, and school leaders to ensure that the consortium's curriculum, revised EL Master Plan, and Title III Plan are implemented consistently and with fidelity. This will include relevant professional development, teacher training, lesson demonstrations, classroom observations, and teacher coaching that will help improve instruction for English Learners and improve achievement objectives. The Consortium EL Coordinator will also work with school leaders to address areas of need and growth as measured by accountability measures.

The MPS EL Coordinator will visit schools on a rotational basis, and with site-level coordinators, use the MPS ELD observation template to conduct regular assessments of integrated and designated ELD across the core curriculum. This template will allow coordinators to provide appropriate coaching and feedback to teachers, as well as strategies for improving ELD instruction and engaging English Learners.

The ELD program will be regularly assessed for effectiveness and will include feedback from all stakeholders. Program feedback will be collected during leadership meetings and EL Coordinator meetings.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

(A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;

(B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;

(C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;

(D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and

(E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LEA is an independent, direct-funded charter school and it is a single-school LEA receiving an allocation below $30.000.

MSA-4 has identified the following strategies and actions that we plan to use Title IV, Part A funds to supplement our education program:

- MSA-4 will provide students with a well-rounded education including programs such as health and physical education, arts and civics, etc.
  - o In an effort to provide well-rounded education to our students, MSA-4 will strive to offer additional programs such as elective courses, clubs, health and physical education, arts, and civics;
  - o MSA-4 will strive to provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, and community service programs;
  - o MSA-4 will seek partnership opportunities with local universities and organizations to provide part of the programs mentioned above (health education, arts, civics, field trips, internships, community service programs, etc.)
- MSA-4 will provide students with STEAM focused programs such as science fairs, advanced math courses/clubs, and engineering activities:
  - o MSA-4 will design its master schedule to include Accelerated and Advanced math classes/clubs;
  - o MSA-4 teachers will mentor students with STEAM focused projects, experiments, models or demos in their classes;
  - o MSA-4 will design and implement engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, and Project Lead the Way (PLTW) programs;
  - o MSA-4 will seek partnership opportunities with local universities and organizations to provide part of the programs mentioned above (mentorship to our students, PLTW, Los Angeles County Office of Education (LACOE) partnership for STEAM related programs, etc.)
- MSA-4 will ensure that technology supports instruction.

- MSA-4 will assure that students have physical access, support, and time to use classroom, school, and community resources, including instructional materials and technology;
- Teachers will use accessible technology tools and other resources on a regular basis to engage and enhance learning and to differentiate instruction to meet the needs of every student. Teachers will effectively use challenging resources that are mentally, visually, aurally, and kinesthetically stimulating. (Ex: internet, PowerPoint, interactive white boards, document camera, multimedia, educational software, interactive games and simulations, apps, class website, lab materials, manipulatives, assistive technology, etc.)
- Teachers and students will keep up to date with technology and blended learning practices. Teachers will model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law and student maintaining internet security. Teachers will provide resources and instructional materials that require cognitive engagement. Students will choose, adapt, or create materials to extend learning.

▪ MSA-4 will provide students with 4-year plans and support programs to ensure timely high school graduation. Charter School will implement policies that encourage and support student attendance, positive student behavior and improvements. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.

- MSA-4 will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation and satisfaction of UC/CSU requirements;
- MSA-4 will implement restorative practices and Positive Behavioral Interventions and Supports (PBIS);
    - MSA-4 will implement restorative practices, PBIS, and alternatives to suspension.
    - MSA-4 will implement a positive behavior reward system and use its SIS for monitoring it.
- MSA-4 will offer Life Skills program to supplement instruction;
- MSA-4 will connect students and families with resources for social-emotional and behavioral support;
- MSA-4 will seek partnership opportunities with local universities and organizations to provide part of the programs mentioned above (Los Angeles Unified School District (LAUSD) partnership for PBIS, behavior counseling and coaching support, etc.)

MSA-4 aligns its federally-funded programs with the priority goals of the school and such funds provide the opportunity to innovate. The planning process supports continuous cycles of action, reflection, and improvement. We have identified the above-mentioned strategies and actions that we plan to use Title IV, Part A funds to supplement our education program through our information/input sessions including PTF meetings, SSC meetings, ELAC meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings. We will continually monitor implementation of the selected strategies and actions and reflect on their effectiveness; we will continue to inform our stakeholders and involve them in the cycles of planning, action, reflection, and improvement.

Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum Template

LEA name:

Magnolia Science Academy-5

CDS code:

19-10199-0137679

Link to the LCAP:

(optional)

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A

Student Support and Academic Enrichment Grants

*(**NOTE:** This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

Title I, Part A; Title II, Part A; Title III, Part A; Title IV, Part A

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

The MSA-5 LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. It provides us with an opportunity to share MSA-5's story of how, what, and why programs and services are selected to meet our local needs.

The Charter School LCAP committee, which includes the School Site Council (SSC) and other stakeholders, reviews input from all stakeholders and available data through surveys and student performance data. Based on stakeholder input and data (CA School Dashboard data, interim student assessment data, survey results, etc.), we reflect on our existing LCAP actions/services and measurable outcomes, continue or modify them for improvement, and we also plan for new actions and services as the needs arise.

The following are highlights from our LCAP and the strategies and actions that we plan to use federal funds to supplement our education program within the context of the LCAP actions and services.

LCAP Planned Actions/Services:	**Strategy/Activity to Be Supported by Federal Funds within the Context of the LCAP Actions/Services:**
▪ Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance. ▪ Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials. ▪ Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of	▪ Charter School will ensure that all teachers are supported with their credentialing needs and that they participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. Charter School will also monitor and evaluate teachers for their performance. ▪ Charter School will monitor how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. Charter School leadership team will make daily classroom observations using the MSA-5 teacher observation protocol which includes walkthroughs, informal and formal observations and formal evaluation.

standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom visits.	▪ Charter School will evaluate its teachers for their performance. Charter School will identify those areas the teachers need improvement to become more effective and efficient at their jobs and communicate with teachers about performance, mutually establish goals and identify actions for progress, and evaluate results. Charter School may use evaluation results as basis and documentation for performance pay, transfer, promotion, reassignment, or disciplinary action. **Rationale/Evidence:** To increase teacher effectiveness to improve teaching and learning in the classroom based on teacher PD needs assessment and evaluations.
▪ Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. ▪ Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.	▪ Charter School will provide CCSS aligned ELA and math instruction and ELD instruction, support and intervention to ELs and immigrant students, and monitor student progress in ELA/Literacy, math, and ELD as measured by the MAP tests and other assessments. ▪ The EL program coordinator sponsored by the Title III consortium lead will monitor MSA-5 protocol for teacher observation and feedback regarding the implementation of the ELD program monthly. ▪ The EL program coordinator sponsored by the Title III consortium lead will evaluate the EL services at the school at least semesterly. **Rationale/Evidence:** To provide necessary support to meet the unique needs of our ELs and immigrant students in attaining language and academic proficiency. (Based on ELAC input, the CA School Dashboard EL student group data as well as internal assessments.)
▪ During the day, Charter School will provide additional supports and interventions to all students, including ELs. ▪ Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. ▪ Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.	▪ Charter School will select a research-based reading intervention and math program that targets the individual literacy needs of struggling students and English Learners and includes ongoing assessments of student growth. ▪ Teachers and the leadership team will monitor student progress in ELA and math as measured by in-class/benchmark assessments, MAP and IABs. **Rationale/Evidence:** To provide necessary support to meet the unique needs of struggling students in their core classes and to monitor their progress. (Based on SSC input, the CA School Dashboard ELA/Literacy and mathematics assessments as well as internal assessments such as MAP and IABs.)

▪ Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. ▪ Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. ▪ Charter School will offer "Advisory" classes (college planning and career exploration program) and "College Readiness" classes and programs preparing students for college readiness, including test prep for ACT/SAT.	▪ Charter School will promote a college-going culture through dual enrollment, AP courses, college visits, and other college related activities. **Rationale/Evidence:** To ensure our students are college/career ready. (Based on our mission to provide a college preparatory educational program, SSC and Parent Task Force (PTF) input, the CA School Dashboard four-year cohort graduation rate and College/Career Indicator (CCI) as well as PSAT/SAT/ACT results.)
▪ Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. ▪ Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.	▪ In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, clubs, health and physical education, arts, and civics. ▪ Charter School will strive to provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, and community service programs. **Rationale/Evidence:** To increase student access to a broader course of study that supports well-rounded education. (Based on students' needs and interests and student and parent survey results.)
▪ Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8. ▪ Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.	▪ Charter School will design and implement engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, and Project Lead the Way (PLTW) programs; ▪ Charter School will seek partnership opportunities with local universities and organizations (mentorship to our students, PLTW, Los Angeles County Office of Education (LACOE) partnership for STEAM related programs, etc.) **Rationale/Evidence:** To increase student participation and achievement in innovative STEAM related courses and programs. (Based on research and our school's vision to graduate scientific thinkers who contribute to the global community as socially responsible and educated members of society.)
▪ Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.	▪ Teachers will use accessible technology tools and other resources on a regular basis to engage and enhance learning and to differentiate instruction to meet the needs of every student. Teachers will effectively use challenging resources that are mentally, visually, aurally, and kinesthetically stimulating. (Ex: internet, PowerPoint, interactive white boards, document camera, multimedia, educational software, interactive games and simulations, apps, class website, lab materials, manipulatives, assistive technology, etc.)

	▪ Teachers and students will keep up to date with technology and blended learning practices. Teachers will model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law and student maintaining internet security. Teachers will provide resources and instructional materials that require cognitive engagement. Students will choose, adapt, or create materials to extend learning. **Rationale/Evidence:** To engage and enhance learning and to differentiate instruction to meet the needs of every student. (Based on research and teacher PD needs assessment and evaluations.)
▪ Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings. ▪ Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. ▪ Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level. ▪ Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement. ▪ Charter School will annually administer school experience surveys to students, parents, and staff.	▪ Charter School will pursue an integrated strategy to support the exchange of information, purposeful interaction, and meaningful participation between the school, families, and community partners to support student learning and achievement. This will include but not be limited to SSC, ELAC, and PTF meetings, parent activities/events, web portal, home-visits, and school experience surveys. ▪ Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL students and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. ▪ Charter School teachers will schedule and make home-visits. Teachers will document the visits, evaluate them and share necessary information with the appropriate staff (grade level team, counselor, administrator, etc.) ▪ Charter School will use an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and students' own strengths and weaknesses. This feedback instrument will provide teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. **Rationale/Evidence:** To increase our stakeholders' connectedness through parental participation in programs and parent input in making decisions for the Charter School so our stakeholders feel a sense of community. (Based on research; our school community's positive experience with our meetings, programs, and home visits; parent input and feedback as well as

	student, parent, and staff survey results.)
▪ Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs. ▪ Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. ▪ Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation. ▪ Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices. ▪ Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	▪ Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation and satisfaction of UC/CSU requirements. ▪ Charter School will implement restorative practices and Positive Behavioral Interventions and Supports (PBIS). o Charter School will implement restorative practices, PBIS, and alternatives to suspension. o Charter School will implement a positive behavior reward system and use its SIS for monitoring it. ▪ Charter School will offer Life Skills program to supplement instruction. ▪ Charter School will connect students and families with resources for social-emotional and behavioral support. **Rationale/Evidence:** To increase our students' sense of safety and school connectedness by providing academic, behavioral, and social-emotional support; to increase high school graduation rate and student attendance; and to avoid chronic absenteeism, school dropout, student suspension and expulsion. (Based on research; our school community's positive experience with PBIS; student, parent, and staff input and feedback as well as survey results.)

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

MSA-5's vision is that our graduates are scientific thinkers who contribute to the global community as socially responsible and educated members of society. MSA-5 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. We have identified the following core values, which are reinforced through our curriculum, student learning outcomes (SLOs), and all school activities: Excellence, Innovation, and Connection. Our three LCAP goals stem from our core values:

- EXCELLENCE: All students will pursue academic excellence and be college/career ready.
- INNOVATION: All students will become independent, innovative scholars.
- CONNECTION: All students, families, staff, and other stakeholders will feel a sense of community and connectedness.

In order to promote learning and provide a more positive learning experience for our students, MSA-5 has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our accountability plans (LCAP, LCAP Addendum, SPSA, WASC, etc.)

Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings. Parents on our PTF and SSC also serve as our parent advisory committee for Local Control and Accountability Plan (LCAP). Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our parent advisory committee and ELAC provide valuable input for the LCAP and SPSA. In addition, the Charter School conducts surveys for parents, students, and staff, and the Charter School staff make home visits. These all serve as ways to inform, educate, and gather input & feedback from all critical stakeholders.

MSA-5 has an approved charter petition with measurable student outcomes and methods to assess student progress, a SPSA with planned improvement in student performance in reading and mathematics and in programs for English Learners, and a WASC action plan for continuous school improvement. Therefore, the LCAP and the LCAP Addendum are received by our community as a comprehensive planning tool that draws from all other school plans and addresses the state priorities and locally identified priorities as well as the ESSA requirements.

MSA-5 aligns its federally-funded programs with the priority goals of the school and such funds provide the opportunity to innovate. The accountability plans planning process supports continuous cycles of action, reflection, and improvement. The academic, accountability, and finance departments at our Home Office and our back-office support provider work closely with us; they monitor and support our progress as well as review every federally-funded expense to ensure funds are expensed appropriately and that we are compliant. Our budgeting and accounting processes are designed so that state and local funds and federal grant funds are all budgeted and accounted for and aligned according to our school accountability plans.

MSA-5 teachers and administrators continually analyze schoolwide and disaggregated student achievement data (CA School Dashboard, CAASPP, NWEA MAP, ELPAC, IABs, grades, etc.) as well as SEL and survey data, teacher observation data, and input from all stakeholders to:

- Improve safe learning environments and promote student engagement;
- Identify targeted areas for curriculum, instruction, and other program improvements to support the academic achievement and social-emotional well-being for all students;
- Implement a multi-tiered system of support available to all students to provide increasing levels of support and academic intervention to meet the needs of students;
- Consistently modify interventions based on formative data to more effectively meet the learning needs of all students;
- Align policies, resources, and funding to our documented LEA goals and priorities, and oversee the impact of those funds;
- Select research-based practices;
- Monitor school progress, guide instructional practice, and make school governance decision;
- Adopt a multi-year, standards-based professional learning plan, based on data and a needs assessment and organized around a comprehensive set of program priorities;
- Monitor the effectiveness of the professional learning plan and to determine new opportunities;
- Provide intensive and targeted support of teachers through coaching and mentoring programs;
- Monitor the effectiveness of programs and practices and make necessary revisions in order to continuously increase student achievement;
- Determine next steps in order to clearly understand the challenges within the school community;
- Retain highly effective and qualified teachers that have the necessary skills to implement evidence-based practices;
- Make effective decisions that benefit students.

As described above, MSA-5 strives to attain a collaborative culture of data analysis, needs assessment, planning, aligning funding to our documented LEA goals and priorities, reflection, and improvement. All our stakeholder groups (parents, students, staff, SSC, ELAC, PTF, Home Office support team, Board of Directors, charter authorizer, ACS WASC, and our community partners) are critical, active, informed, and responsible participants in this process to ensure we make effective decisions that benefit students.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 *(as applicable)*

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

(A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;

(B) identifying students who may be at risk for academic failure;

(C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and

(D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 *(as applicable)*

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 *(as applicable)*

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

(A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and

(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 *(as applicable)*

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 *(as applicable)*

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. (N/A if your LEA is a charter school or COE)

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and it is a single-school LEA.

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

In order to promote learning and provide a more positive learning experience for our students, MSA-5 has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual LCAP and other plans such as the LCAP Addendum and School Plan for Student Achievement (SPSA).

Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings. Parents on our PTF and SSC also serve as our parent advisory committee for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, immigrant students, etc.) Feedback from our parent

advisory committee and ELAC provide valuable input for the new LCAP. In addition, MSA-5 conducts surveys for parents, students, and staff, and the school staff make home visits. These all serve as a way to inform, educate, and gather input & feedback from all critical stakeholders.

MSA-5 holds periodical meetings to gather input from our stakeholders. These include monthly PTF meetings, quarterly SSC meetings, quarterly ELAC meetings, monthly parent activities/events including Coffee with the Principal meetings, weekly staff meetings, and other stakeholder meetings. The school conducts a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. A majority of our stakeholders participate in this survey. MSA-5 staff also makes home visits annually and seeks feedback from the parents for school improvement.

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

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

Within 60 days of the beginning of school, the School sends [e.g., via mail, sent home with students, and/or placed in orientation packets and/or registration packets] a notice to all parents containing, but not limited to, the following information:

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

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

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

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

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

community members selected by parents, and pupils. Classroom teachers shall comprise the majority of persons represented under category (a). (Education Code Section 52852) Furthermore, Education Code Section 52852 states that parents or community members on the SSC may not be employed by the school district.

Additionally, the SSC will be involved in decisions regarding how funds reserved for parent involvement activities are allotted for those activities.

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

Building Capacity for Involvement:

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

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

- The LEA will encourage parents to serve on its board of directors;
- The LEA will seek input from the PTF and the SSC on ways to assist parents to understand the Standards and Requirements.
- The LEA will encourage parents to serve on its board committees.
- The LEA will regularly publish in its Newsletter, and/or on its website, descriptions and explanations of State academic content standards and State student academic achievement standards, State and local academic assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve the academic achievement of their children.
- Regular meetings will be held by the LEA at community libraries and/or parent volunteer homes to discuss how parents can work with educators to improve their child's academic achievement.
- The LEA will hold Back to School nights to introduce parents to the School's curriculum and its correlation to the State's academic content standards and academic achievement standards.
- Parents will be invited to attend regular classes to learn about State and local academic assessments and to take sample tests.

B. Helping Parents to Work with their Children

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

- Student-Teacher Status Portal: MSA-5 uses an online web portal to enable parents, students, and teachers to communicate more efficiently. Teachers have a webpage for every class in which they post course material, homework assignments, projects, course grade statistics and records of students' grades on quizzes, tests, class participation and homework assignments. Students and parents use confidential passwords to log on.

Families without home computers will be encouraged to come to the school and use one of the available computer stations. Classes are held at the school on how to use the portal as well as how to access it via free Internet access at public libraries if that is more convenient than coming to the school.

- The LEA will provide parents with access to literacy programs that bond families around reading and using the public library.
- The LEA will provide annual seminars on parenting skills and parent-child communication.
- The school's psychologist will work with parents to better understand their children and the issues facing them.
- The LEA will train parents how to tutor their children in the school.
- Individualized student and parent advisory sessions: Each of LEA teachers and mentors will be assigned to a small group of students. They will arrange two to four meetings at school during the school year to discuss their students' academic achievements.
- One-on-one meetings with the parents of academically low-achieving students to support the parent in providing the student the study environment he/she needs.

Education on Parent Involvement:

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

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

- Home Visits: Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, the LEA will use home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with low-achieving students.
- The LEA teachers will visit students at their homes to enhance student learning and involvement. Family visits offer invaluable insights about students. They can provide new understanding about students' learning styles. Visits might also reveal the emotional and social needs and behaviors of students. It is helpful to know if they react to problems with tears, anger, or withdrawal, and how they socialize with peers. Through family visits, teachers can identify students' latest interests or concerns, such as a new hobby, an upcoming trip, or a change in the family.
- A phone tree will be established where volunteers call all parents of participating students to solicit feedback and ideas for building ties between parents and the LEA, how to best communicate with parents and how to work with parents as equal partners.
- A survey will be sent home to parents of participating students that solicits information on what skills each parent has to offer the LEA and what types of parental involvement programs in which parents would most likely participate.

Other Optional Parent Participation:

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

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

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

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

School-Parent Compact:

At the beginning of each school year, the School will enter in to School-Parent Compacts with parents of participating children. The School-Parent Compact will outline how parents, the entire school staff and students will share the responsibility for improved student

academic achievement and the means by which the School and parents will build and develop a partnership to help children achieve the State's high standards.

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

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

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

- The LEA will hold regular meetings, and send notice of these meetings, for the purpose of formulating and responding to recommendations from parents of participating children.
- The LEA will provide language translators at parent meetings to the extent practicable.
- The LEA will schedule meetings to enable families to share information about culture, background, children's talents and particular needs for the schools.
- The LEA will provide parents of limited English proficiency with access to English as a Second Language (ESL) classes to increase their English language proficiency to assist their children with homework. The school's principal will visit the classes to interact with the parents.
- English Learner Advisory Committee: The English Learner Advisory Committee (ELAC) is mainly a committee of parents or other community members who want to advocate for English Learners. The committee provides parents of English Learners opportunities to learn more about the programs offered to their students and advises the principal and the School Site Council (SSC) on programs and services for English Learners.

State law mandates each school site with 21 or more students of Limited English Proficiency (LEP) in attendance, regardless of language, to form a functioning English Learner Advisory Committee (ELAC).

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

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

Notices:

In accordance with law, the LEA will provide the following notices to our parents:

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

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

As explained in Section "Parent and Family Engagement," MSA-5 parents and families are involved in the development of the LCAP Addendum, School Plan for Student Achievement (SPSA), and the LEA's Local Control and Accountability Plan (LCAP). On an annual basis, MSA-5 will submit California Department of Education ("CDE") –required plans to the Parent Council for review and suggested changes before appropriate plans are submitted to the authorizers and the CDE with the Consolidated Application. In addition, all parents of participating children will annually be invited to review the LEA's plans and submit comments.

All parents will be involved, to the extent applicable, in the process of school review and improvement. This includes disseminating the results of the local annual review of each school served under Title I, Part A to parents. In addition, the parents will be invited to annually review the effectiveness of the parental involvement policy and other Title I, Part A activities and provide comments to the LEA.

Programs:

MSA-5 will implement the Multi-Tiered System of Supports (MTSS) as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system to support students. The framework of MTSS utilizes high quality evidence-based instruction, intervention, and assessment practices to ensure that every student receives the appropriate level of support to be successful. A Multi-Tiered System of Supports align with the academic standards and behavioral expectations, in order to accelerate the performance of every student to meet and/or exceed proficiency.

To support students academically, social-emotionally and behaviorally, and create a climate of academic success, MSA-5 recognizes that we must address the needs of the entire child. Often, we focus on punitive and remedial practices, therefore, we may unknowingly reinforce unwanted and antisocial behaviors. MSA-5 implements a positive behavior support program. Program expectations require students to be Safe, Responsible and Respectful. The school tracks behaviors using a point system, to reward students for demonstrating positive behavior. Our school personnel (Dean of Academics/Department Chairs) lay a foundation to engage students and enhance learning. Our school community works together to establish agreed upon norms, build relationships, learn pro-social behaviors, improve academics and demonstrate a culture where adults encourage motivation and knowledge is co-constructed through multi-tiered systems of support.

MSA-5 has ability to quickly identify low-achieving students through frequent benchmark assessment and review of individual student data. Students who are achieving substantially below grade level are recognized through multiple measure assessments including in-class assessments, NWEA MAP assessments and other program data through ALEKS, Khan Academy, myON and StudySync.

MSA-5 utilizes data and progress monitoring to determine best practices to support student achievement. Teachers and student stakeholders are invited to meet with teachers to discuss possible intervention methods and learn how they can participate in helping with their child's education. Parent-teacher meetings at the school are followed by home visits as needed.

The intervention model that is written into the schedule for the MSA-5 program is flexible intervention that can be used with a variety of curriculum and varying schedules. MSA-5's principal approach is to intentionally build consistent math and ELA intervention time into the entire school schedule. A variety of implementations are used. Implementation strategies may include:

- Intervention block every day or 2-3 times per week (a student may have reading intervention on one day and math on the next)
- Intervention/Enrichment computer tutorials where the teacher can tutor selected students
- Specialist, instructional assistant, and volunteer support during intervention time
- Divide students up by need and send to different teaching team members for support during intervention blocks

During intervention teachers use educational materials that provide review, re-teach and enrichment programs. McGraw Hill's publisher resources, ALEKS, Curriculum Associates' Ready Common Core program, Kuta software, Khan Academy, Accelerated Reader and Accelerated Math program, Achieve3000, and Buckle Down allow teachers to monitor the progress of students who are achieving below grade level and provide software generated tests and personalized instructional materials based on CCSS and areas of growth. MSA-5 has Teacher Assistants on all levels to support overall achievement.

Tiered intervention implementation is outlined below. Student progress is closely monitored through a well-integrated system of instruction and intervention guided by student assessment data.

Intervention Cycle and Process

MSA-5 uses the following to inform, monitor, and implement response to intervention strategies:

- Historical student data
- Data related to SBAC results and Spring NWEA MAP data from previous year
- NWEA Diagnostic data
- Fall NWEA MAP
- Progress monitoring data
- Classroom Assessment Data
- SBAC Interim Data
- SBAC Interim Block Assessment
- SBAC Interim Comprehensive Assessment
- Spring MAP
- Winter MAP (optional)

Tier 1: High-quality instruction, progress monitoring, differentiated learning, group interventions, classroom accommodations

The RTI process begins at Tier 1 with high quality instruction and universal screening of all children within the general education setting. Through the use of formative assessments such as the MAP test, the school establishes a baseline to identify students who need additional support and struggling learners are provided classroom accommodations and differentiated instruction to meet their needs. Tier 1 academic supports include technology-rich instruction, progress monitoring, differentiated learning, group interventions and classroom accommodations. Using strategies and tools such as adaptive programs, NWEA MAP universal screening, Integrated and Designated ELD, Explicit Direct Instruction, and Culturally Responsive Teaching. Tier 1 behavioral and socio-emotional supports are centered around School-Wide PBIS, led by the Dean of Students. With clear expectations taught through a Life Skills course and etiquette program students earn rewards for desired behaviors. Assemblies, student surveys and our SSPT process encourage student participation and voice.

Within Tier 1, a student may receive the following supports:

- Adaptive programming in McGraw Hill's ALEKS and StudySync
- Khan Academy
- BrainPOP ESL
- Discovery Education
- myON
- National Geographic
- 1:1 devices

- Advisory/SSR

The length of time in Tier I interventions may vary, but generally does not exceed eight weeks. During that time, the school will continue to evaluate student progress based on interim data such as Smarter Balanced Interim Block Assessments, Comprehensive exams, and classroom assessments. At the end of this period, students showing significant progress are exited from interventions, while those needing more intensive supports are moved to Tier 2. A student success team is gathered to determine intensive support.

Tier 2: Targeted Interventions

Tier 2 focuses on targeted interventions to create a high-quality differentiated environment where students are supported to engage at their optimal levels. The school uses co-teaching strategies, and "Power" classes for mathematics and ELA intervention. Additionally, students with targeted needs receive tutoring, Saturday and Summer school instruction is available universally. When students are identified as needing additional support, restorative practices are utilized such as peer mediation, new-comer and behavior management support groups, community restoration assignments, goal setting and monitoring and Edge Coaching.

Students not making adequate progress with Tier I interventions are matched with more intensive academic and/or behavioral support based on their needs. These services are provided by general education teachers, math and literacy coaches, and special education teachers. In small groups and within the general classroom setting, students may access:

- Power Classes (Math and English)
- Co-taught classes
- Push-in support
- Before and after school tutoring
- SSR/Advisory

Pull out supports are utilized to support students who require additional academic support and the learning lab will be used.

Students receiving Tier 2 interventions may require a longer period of monitoring, however, it does not typically exceed a semester. Students who do not demonstrate progress are moved into Tier 3. While students who have shown significant progress are placed into Tier 1.

Tier 3: Intensive Interventions and Evaluation

Tier 3 assists those students in most academic need. Our schools have both push-in and pull-out services with specialists to ensure students' needs are met. Using of our Special Academic Instruction program, instructional aides, learning centers, and Saturday school we are able to help our most struggling learners close the achievement gap. Support for our exceptional learners include search and serve to meet their needs and an accelerated math pathway. Supports for behavior and socio-emotional are centered around restorative practices. Utilizing reflection committees, we determine the proper intervention for individual students. Using trauma-informed practices and socio-emotional wellness, these strategies and programs address the needs of all scholars including the most vulnerable, academically and emotionally unresponsive students.

In Tier 3 of the MSA-5's RTI program, students receive individualized, intensive interventions that target specific skill deficiencies that include:

- All Tier 2 interventions
- Push-in and Pull-out support: Education Specialists, Intervention Teachers, and Literacy Coaches provide push- in and pull- out support in core classes to learners receiving Tier 3 interventions. Support providers assist teachers in creating accommodations and differentiated learning experiences so that all students may access class materials. If it is deemed that students would benefit from further individualized support, they are pulled out for more intensive instruction.
- Study Skills classes: Study Skills courses are taught by Education Specialists as an elective course for students in need of additional support in note taking, organization, exam preparation, assignment completion, and time management.

- Instructional aides in the classroom: Instructional Aides support teachers with instruction by working individually with students, assisting in stations, clarifying instructions, and reteaching. IA's also provide behavioral support and reinforce the school's Positive Behavior Interventions and Support ("PBIS").
- Saturday School: Students assigned to Saturday School work with teachers on foundational skills related to their coursework.
- Learning Center: The Learning Center or Resource Classroom is designated as a space for both Special Education and General Education students to receive academic support from Education Specialists and Instructional Coaches. Students can complete assignments, test in small settings, use computers, and work with their peers on group assignments.

If the Student Success Team believes further intervention is necessary, then the student may be referred to special education or 504 services.

While Tier 3 students may access a variety of academic supports before and after school including tutoring, Saturday school, and teacher coaching, the majority of interventions are given throughout the school day to ensure that students receive the full benefits of their individualized instruction. Services in the learning center, push-in and pull-out assistance, instructional aides, and study skills classes are all provided to students during the school day.

Equitable Access to the Curriculum:

MSA-5 utilizes an instructional program that emphasizes equitable access to the curriculum for all learners, including students with disabilities. These include:

Co-Teaching/Push-in/Pull-out Support- MSA-5 supports its exceptional populations by utilizing multiple methods of providing special education services. MSA-5 fosters an inclusive model of education. As such, Professional Development in the area of co-teaching allows teachers to grow their ability to educate and service students of varying abilities. In order to effectively implement a co-teaching model, special education and general education teachers are given time to co-plan and develop lessons so that students are provided appropriate supports and accommodations. Students who require additional assistance, receive services in a push-in or pull-out model where they receive more individualized attention.

Additionally, the digital formatting of our McGraw Hill curriculum allows teachers to collaborate on unit and lesson plans to ensure that all students' accommodations and needs are being addressed. This system is setup such that all students attend every class. The Special Education teacher and various paraprofessionals provide instructional support within the general education setting. This allows for all student groups to be supported while participating in the least restrictive environment throughout the day.

Embedded Supports- In addition to the on-site staff coordinated by the Special Education and/or RTI Coordinator, MSA-5 contracts with an outside service provider to support children's learning needs, such as intervention specialists, speech and language therapists, and occupational therapists who work with teachers to provide the least restrictive and most accessible learning environment. Special education aides work directly in the classroom, providing customized support to students throughout the day, and are valuable members of the team.

Differentiated Instruction- Teachers at MSA-5 deliver a curriculum that is tailored to each student's interests and needs. This support includes accommodations, use of technology, and data-informed decisions, such as utilizing Lexile reading scores and bringing technology into the classroom.

Socio-economically disadvantaged/low income students:

The instructional design of MSA-5 addresses the needs of low-income and socio-economically disadvantaged students, who make up the overwhelming majority of our enrollment. Socio-economically disadvantaged students are identified through their participation in the Free and Reduced Lunch program. Counseling, intervention/remediation, individual tutoring and free eligibility to after school social, academic and athletic programs are some of the many programs that support our socio-economically disadvantaged students. Home visits, motivational guest speaker programs, parent meetings, university and college visits, and instructional field trips are planned to shape the educational vision of the student and the family. Socio-economically disadvantaged students have role models around them who will inspire motivation to focus on lessons and self-confidence with the discovery of their potential.

The Charter School administration ensures that these programs are available to all students, including socio-economically disadvantaged students, and works with the teachers and parents to encourage for student participation in these programs. The administration monitors the performance and progress of socio-economically disadvantaged students through the use of MSA-5's data cycle.

Annual Evaluation:

MSA-5 implements a schoolwide program where the comprehensive needs assessment is done and evaluated annually with our stakeholders based on many achievement and growth metrics, including CAASPP proficiency rates in ELA/Literacy and math, CA School Dashboard status and growth data, NWEA MAP growth data, student grades, and other assessments described in this section.

MSA-5, with the involvement of parents and our SSC, conducts an annual evaluation of the content and effectiveness of our schoolwide programs as well as our family involvement policy in improving the academic quality of the school under Title I, Part A, including identifying barriers to greater participation by parents in activities under ESSA. MSA-5 pays particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. MSA-5 will use the findings of such evaluation to design strategies for more effective parental involvement and to revise, if necessary, our family involvement policy. Please see section "Parent and Family Engagement" for more details.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

LEA is an independent, direct-funded charter school and it is a single-school LEA. MSA-5 Homeless Liaison shall ensure that:

1. Homeless students are identified by school personnel and through coordination activities with other entities and agencies.
2. Homeless students enroll in and have a full and equal opportunity to succeed at MSA-5.
3. Homeless students and families receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by MSA-5, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.
4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
6. Enrollment/admissions disputes are mediated in accordance with law, the MSA-5 charter, and Board policy.
7. Parents/guardians are fully informed of all transportation services, as applicable.
8. School personnel providing services receive professional development and other support.
9. The School Homeless Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the

Higher Education Act of 1965 and that the youths may obtain assistance from the School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

Homeless children and youth will be identified through:

1. The application process for enrollment (self-identification)
2. School personnel recommendations
3. Coordinated activities with other entities and agencies

MSA-5 will comply with all federal, state, county, and other data collections and reporting requirements regarding homeless children and youth.

In order to provide equal access to our school, the MSA-5 annual student recruitment plan shall include efforts to reach homeless families, children, and youth via free public events, community centers, and local homeless service providers. Homeless students may also be identified at the time of enrollment (through self-reports).

Homeless youth will not be discriminated against in the application process. Homeless children and youth will be allowed to apply for enrollment in accordance with current MSA-5 enrollment policies even if the parent/guardian is unable to provide the school with the records normally required for enrollment such as previous academic records, birth certificate, medical records, proof of residency, or other documentation. The MSA-5 designee shall immediately contact the school last attended by the student to obtain the relevant records. If the student needs to obtain immunizations or does not possess immunization or other medical records, the designee shall refer the parent/guardian to the homeless liaison. The liaison shall assist the parent/guardian in obtaining the necessary immunizations or records for the student.

In the case of an unaccompanied youth, the homeless liaison shall assist in the enrollment process. Unaccompanied youth shall be immediately enrolled if space is available even if unable to provide the school with the records normally required for enrollment (as above), and despite lack of parent or legal guardian's supervision or permissions, or "power of attorney" by supervising adult.

Any confidential record ordinarily kept by the school, including immunization or medical records, academic records, birth certificates, guardianship records, and evaluations for special services or programs, of each homeless child or youth will be maintained so that the records are available, in a timely fashion, when a child or youth enters a new school or school district.

Homeless students automatically qualify for free breakfast and lunch at MSA-5. Families do not have to fill out an application or provide proof of income. Homeless students will be added to the free meals program as soon as they have been identified.

Per the McKinney-Vento Act, LEAs must provide services to homeless children/youth that are comparable to those received by other students in the school selected, including transportation. In addition, schools must provide transportation for homeless students to and from their school of origin, if feasible.

MSA-5, where feasible, applicable, at the request of the parent/guardian and/or in the best interest of the homeless children and youth shall provide transportation to students experiencing homelessness to ensure the students are able to stay at MSA-5 for the duration of their homelessness. MSA-5 may work with the youth's district of residence or other agencies to provide transportation services.

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

(A) through coordination with institutions of higher education, employers, and other local partners; and

(B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LEA is an independent, direct-funded charter school and it is a single-school LEA serving students in grades 6-12.

Dual Enrollment:

MSA-5 provides a college preparatory educational program emphasizing science, technology, engineering, arts and math in a safe environment that cultivates respect for self and others. Through Honors courses, AP courses and dual enrollment courses, students who demonstrate high achievement, interest and/or ability are provided the opportunity for a rigorous learning environment. As we encourage our students to have an accredited college/university/post-secondary institution ("college") course-taking experience as early as possible, we also work with our students to ensure it is a successful one and that it complements the rigorous course schedule offered at MSA-5.

College Pathways Program:

MSA-5 upholds the belief that college is attainable through academic success and persistence. The MSA-5 College Pathways program provides students with the emotional and instrumental support students need to graduate college and career ready. By providing timely information and guiding students through the college application process, our College Counselor plays an integral role in nurturing students' college aspirations, supporting college preparation activities, finding best-fit colleges, universities and career programs, and advising students on how to make successful transitions from high school to their colleges of choice.

A distinguishing feature of our College Pathways program is the active participation of our students in the development and design of their future academic pathways. Our college counselor works individually with parents and students on a Four-Year Plan that outlines graduation requirements, tracks extracurricular and volunteer activities, and builds students' resumes in order to support them in the college application process. Special programming is offered to students to develop interests and build on skills needed for credentialing and certification for specific trades.

To enrich college-going activities, our College Counselor and students regularly visit college campuses, research requirements, and explore financial aid and scholarship options. College advising teams work together to track UC/CSU A-G requirement completion, credits completed towards graduation, scholarship eligibility, scholarship applications, Personal Statements, progress towards college application submission, and more.

Additionally, MSA-5 is invested in monitoring the postsecondary pathways of our graduates including the transfer, persistence, and completion trends across the spectrum of institutions including 4-year universities, 2-year colleges, trade/technical schools, and the military. Our alumni network is strong with students returning as tutors, mentors and contributors to our rich learning environment. By serving students as a tangible resource, the college mentorship program is able to greatly increase positive outcomes for our students.

Advisory Program:

Our students take Advisory all four years of high school. Each student works closely with their Advisory teacher to develop their Four-Year Plans, exploring and setting academic and career goals. Students take part in team building activities, community service opportunities and work on their high school portfolio. Advisory also provides curriculum to increase student knowledge and ability

in skills necessary for everyday living. The program emphasizes defining personal values, goal-setting and planning, making decisions and solving problems, evaluating information and dealing with media and peer pressure, communication and relationships, decision-making, wellness and personal safety, and contributing to your community.

College Readiness Course:

MSA-5 will offer a college readiness course to all our juniors and seniors that focuses on preparing students to complete college applications by creating a portfolio that includes CSU Mentor High School Planner, UC/ Private School Personal Statement, EOP application, SAT/ACT registration and preparation, and FAFSA Forecaster.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

(A) assist schools in identifying and serving gifted and talented students; and

(B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LEA is an independent, direct-funded charter school and it is a single-school LEA serving students in grades 6-12.

MSA-5 may use Title I, Part A funds to support our GATE Program and School Library/Reading & Digital Literacy Skills Program as described below.

GATE Program:

MSA-5 is committed to supporting gifted and highly capable students in a safe, caring environment which promotes a college preparatory, STEAM education. Instructional programs for Gifted and Talented students are based on the core principles that all students have the potential to excel and should have the opportunity to develop their individual abilities, interests and potential. The purpose of the MSA-5 GATE program is not to simply identify the highest achieving students, but rather, identify students with exceptional abilities, those that go well beyond their peer group.

MSA-5's advanced academic programming serves students in grades 6-12 and offers highly challenging learning opportunities that adhere to our Core Values of Excellence, Innovation, and Connection. Educational experiences and are designed to meet the needs of advanced learners with an emphasis on innovation, critical thinking, and logical reasoning. MSA-5 serves GATE students through a number of delivery models and settings so that students obtain an optimal level of learning. These include, but are not limited to, Advanced Placement courses, Honors/Scholars classes, cluster groupings, acceleration (math, etc.), enrichment activities, independent studies, and group projects.

MSA-5's GATE identification procedures are equitable, comprehensive, and on-going. Assessments and recommendations for the program reflect best practices and are research-based. MSA-5 understands that examinations alone may not reflect the abilities of all students, as well as GATE students of diverse populations. Therefore, MSA-5 includes teacher and/or administrator recommendations as well as work samples in its identification process. In order to identify a student as gifted, evidence must be gathered relating to his/her ability to perform beyond chronological peers. Data should be broad enough to discover aptitudes across racial, ethnic, and economic groups.

School Library/Reading & Digital Literacy Skills Program:

All MSA-5 students participate in Sustained Silent Reading (SSR) for about half an hour day, every day. MSA-5 utilizes myON reader, a personalized, online literacy program that helps teachers manage and monitor a student's independent reading practice. myON is used as a reading intervention, as it generates book recommendations within each learner's target Lexile ranges. Accommodations such as audio narration to model reading fluency, highlighting text, and the use of embedded dictionaries, allow learners to develop academic vocabulary and reading fluency. Teachers have access to data related to Lexile levels which informs their teaching and supports differentiation. Once completed, the student is administered an online assessment which informs the teachers of the student's progress. If a student continues to struggle while reading at his or her level, additional interventions are implemented. All teachers use assessment results to inform Response to Intervention (RTI) strategies.

Besides online resources, MSA-5 also strives to provide a rich collection of texts through school and classroom libraries to support literacy instruction and academic achievement. Our teachers promote greater amounts of reading, increased reading frequency, and more diverse reading experiences among their students, thus helping them to attain greater levels of reading achievement.

Title I, Part A Use of Funds:

MSA-5 aligns its federally-funded programs with the priority goals of the school and such funds provide the opportunity to innovate. The planning process supports continuous cycles of action, reflection, and improvement. Through our information/input sessions including Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings, we have identified the following strategies and actions that we plan to use Title I, Part A funds to supplement our education program:

- Supporting teachers with their PD needs in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment; monitoring and evaluating teachers for their performance;
- Providing CCSS aligned ELA and math support and intervention to all students, including ELs and immigrant students, and monitoring student progress in ELA/Literacy and math as measured by the interim assessments (MAP, IAB, etc.);
- Promoting a college-going culture through dual enrollment, AP courses, college visits, and other college related activities;
- Providing students with a well-rounded education including programs such as health and physical education, arts and civics, GATE programs, school library/reading and digital skills programs, etc.;
- Supporting instruction with technology;
- Pursuing an integrated strategy to support the exchange of information, purposeful interaction, and meaningful participation between the school, families, and community partners to support student learning and achievement. This will include but not be limited to SSC, ELAC, and PTF meetings, parent activities/events, web portal, home-visits, and school experience surveys;
- Providing students with 4-year plans and support programs to ensure timely high school graduation;
- Implementing policies that encourage and support student attendance, positive student behavior and improvements.

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Formal Agreements
ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Comparable Education Program
ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend**.**

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Successful Transitions
ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Educational Needs
ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

MSA-5 conducts credential review as part of teacher hiring process and support our teachers' credentialing needs. We also annually review master schedule/teacher assignments to ensure compliance. We ensure that all teachers are supported with their credentialing needs and that they participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. MSA-5 also monitors and evaluates teachers for their performance.

MSA-5 monitors how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. The school leadership team makes daily classroom observations using the Magnolia Public Schools (MPS) teacher observation protocol which includes walkthroughs, informal and formal observations and formal evaluation.

MSA-5 evaluates teachers for their performance. We identify those areas the teachers need improvement to become more effective and efficient at their jobs and communicate with teachers about performance, mutually establish goals and identify actions for progress, and evaluate results. Evaluation results may be used as basis and documentation for performance pay, transfer, promotion, reassignment, or disciplinary action.

Professional development occurs both at the organizational level and school level. In addition to ongoing professional development activities that support efforts to increase student academic performance, MSA-5 provides all staff with multiple opportunities to grow professionally. MSA-5 assesses staff professional development needs through formal and informal performance observation and surveys. Based on these data and combined with the school improvement plan actions in our LCAP and SPSA, MSA-5 determines common staff development days, and tailors staff development to individual staff needs.

PROFESSIONAL LEARNING COMMUNITIES ("PLCS")

MSA-5 is organized into Professional Learning Communities by grade level and by department. PLCs seek to transform a school into a community that fosters mutual cooperation, emotional support, personal growth, and a synergy of effort. Combined with the school improvement plan actions in our LCAP and SPSA, the answers to the following questions are studied in PLCs:

- How do we ensure that students learn?
- How do we foster a culture of collaboration?
- How do we ensure results?

We use PLCs to:

- Clarify intended outcomes
- Develop common assessments
- Jointly analyze student achievement data
- Establish team improvement goals
- Share best practices and materials
- Engage in collective inquiry and action research regarding student learning
- Support system and sense of efficacy
- Promote more engaged, motivated, and successful students with reduced absenteeism
- Focus on students' needs academically and behaviorally

As an implementation of the PLC at MSA-5, all staff will read educational literature and make informed recommendations for school and system-wide improvement. The staff will produce an annual reading list recommended by the PLCs. The following literature will be on MSA-5's staff reading list: Alan Blankstein, Failure Is Not an Option: 6 Principles That Advance Student Achievement in Highly Effective Schools; Dr. Robert Marzano's Classroom Management That Works: Research-Based Strategies for Every Teacher; Carol Ann Tomlinson's How to Differentiate Instruction in Mixed-Ability Classrooms, and Doug Lemov's Teach Like A Champion.

SCHOOL-WIDE MEETINGS AND PROFESSIONAL DEVELOPMENT ACTIVITIES

Department Level Staff Meetings

All teachers meet departmentally every month to:

- Share Time: Presentation by a member on an effective classroom strategy
- Vertically align curriculum
- Analyze student achievement data (NWEA MAP, CAASPP, ELPAC, grades)
- Improve instructional strategies per data indicators
- Differentiate instruction
- Plan major departmental events
- Discuss other departmental issues and policies

Department Chairs are responsible for minutes and forwarding action items to the appropriate administrative leaders.

Grade Level Staff Meetings

Grade level teachers meet once a month and collaborate on the issues below:

- Classroom strategies
- Sharing promising practices
- Curricular and academic issues (grading uniformity, homework load, differentiation, and other academic issues)
- Support for students with academic challenges (IEP, 504, RTI, SSR, Accelerated Reader, Accelerated Math, Tutoring)
- Discussion of student academic supports (peer tutoring, mentorships)
- Long-term projects (science fair projects, English & history & math projects)
- Integration/thematic units/horizontal alignment of the curriculum
- Field trips
- Discussions and strategies for students with behavioral problems
- School/grade level wide incentive programs
- Other common grade level and school wide issues

Grade Chairs are responsible for minutes and forwarding action items to the appropriate administrative leaders.

Wrap Up Meetings

MSA-5 staff participates in end-of-the-year meetings to focus on evaluation of student achievement data, effectiveness of the programs such as testing, curriculum, and intervention programs, counseling, after school, and other school matters. These meetings help staff prepare a professional learning plan for themselves and review what worked well during the school year. These plans and feedback are addressed in the summer in–service program.

Summer In-Service Programs

MSA-5 holds orientations and trainings for both new and veteran teachers to familiarize them with policies and procedures regarding the Charter Schools' operations, and the academic and education program goals for the year. A teacher workshop/summer in service program is held in August for about two weeks. The program consists of at least four days of intensive training, after which teachers continue their studies at their school sites and communicate with each other via grade level and subject area email groups.

Peer Observations

MSA-5 believes that every effective teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally. Therefore, each teacher is required to make monthly class visits to other teachers' classrooms to observe effective strategies and reflect on his/her observations by using peer observation beneficiary forms. These forms are used to create a professional development plan for individual growth.

Formal Observations/Evaluations

All teachers are observed in the classroom by department chairs and the administrative team (Dean of Academics, Principal and Chief Academic Officer). A rubric guides observation and allows for the development of constructive feedback. MSA-5's formal teacher evaluation program is comprehensive and includes an evaluation of academic performance of their students. All teachers are evaluated annually. A pre-conference and post conference are scheduled for each of the evaluation.

Walkthroughs

MSA-5 administration/Department Chairs make regular walkthroughs in each teacher's classroom. This quick and informal visit provides teachers immediate and constructive feedback in specific areas to improve instruction and student learning.

Beginning Teacher Support and Assessment Program ("BTSA")

MSA-5 provides new teachers with BTSA, a two-year program that provides beginning teachers with collegial support, guidance, professional development, motivation to continue in the profession, and training. It links college level teacher preparation with classroom application.

Ongoing Professional Development Program for Special Education

MSA-5 conducts ongoing in-services for special education. During the August in-service training a specialist trains our entire staff about services and programs related to students with learning disabilities. MSA-5's special education teachers train the staff on the IEP documentation and how to implement accommodations and modifications in a general education classroom. Our special education teachers attend workshops and trainings provided by the District/County and SELPA and attend a resource conference to hear from additional experts in the field of special education. In addition to the August sessions, MSA-5 conducts quarterly training sessions about special education. Special education teachers and paraprofessionals who are authorized to handle crisis situations and physically restrain students will complete specialized training in behavioral interventions, such as Crisis Prevention Institute ("CPI"), prior to placement in the classroom.

SUPPORT FOR SCHOOL ADMINISTRATORS

Magnolia Public Schools (MPS) Home Office holds monthly day-long meetings for school administrators (principals and deans) where principals and deans are trained by the Home Office support staff on leadership, academics, accountability, school operations, finance, HR and other matters. These meetings create medium for best practice sharing, collective brainstorming, problem-solving as well as data analysis and specialized training. Based on a needs-assessment of the administrators, the deans meet with their principals and principals meet with the Home Office c-level team to set 2-3 professional development goals for the year in August, followed by a mid-year progress check in January and an end-of-year progress meeting in May. Individual needs and professional development goals drive the professional map at MPS. The CEO, COO, CAO, CFO, and the Chief Accountability Officer provide weekly online check-in sessions, monthly in-person trainings at the Home Office, and biweekly mentoring sessions on-site.

TUITION REIMBURSEMENT

MPS provides all employees with professional development opportunities to increase the effectiveness of their performance in their present positions, and to obtain skills, knowledge, and abilities which may improve their opportunities for advancement within the Organization. There are four types of programs covered under the Tuition Reimbursement policy which include sample recommended job-related certifications and programs. Category 1 includes teaching related certification/career development programs; Category 2 includes administrative related certification/career development programs; Category 3 includes job-related master's degree program; and Category 4 includes job-related doctoral degree programs. Sample Category 1 programs include:

- CCTC approved teacher credentialing programs (at a college or university, through college/university internship, district internship, etc.)
- CCTC approved subject-matter preparation programs
- BTSA induction programs
- English Learner Authorization/CLAD certification
- National Board certification
- Undergraduate/graduate level academic courses not leading to a degree program
- Other programs if approved by the MPS Home Office

Sample Category 2 programs include:

- Administrative services credential
- College counseling certification
- Behavior intervention specialist certification
- CBO certification
- SHRM certification
- Project management certification
- IT certification
- Undergraduate/graduate level academic courses not leading to a degree program
- Other programs if approved by the MPS Home Office

As described above, MPS and MSA-5 will continue to provide systems of professional growth and improvement and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and it is a single-school LEA.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

MSA-5 firmly believes that teacher quality is the most important variable in increasing student achievement. The evaluation process helps the teacher and the school administrators build on the strengths of the teacher and identify those areas the teacher needs improvement to become more effective and efficient at his/her job. Performance evaluation allows the school administrators and the

teacher to communicate openly about performance, mutually establish goals and identify actions for progress, and evaluate results which may provide a basis and documentation for transfer, promotion, reassignment, or disciplinary action.

The Evaluation Process

MSA-5 will use multiple measures in order to make a reliable teacher evaluation. These measures include (1) Teacher Performance on the MPS Framework for Teaching, (2) Teacher Professional Qualities, Dispositions, and Responsibilities, (3) Student, Parent, and Staff Voices, and (4) Student Performance. Using multiple measures will provide for better insight and reliability than using only one measure.

Standards in the MPS Framework for Teaching involve teaching processes and teaching outcomes and are the basis for classroom observation evaluations. The annual evaluation process involves frequent informal classroom observations and feedback for the teacher, a formal observation cycle, collection of evidence to foster collaboration with the teacher, and goal setting and monitoring. This process is supplemented by assessment of teacher's professional qualities, dispositions, and responsibilities, student and parent feedback through surveys, and student performance data. Numerous academic studies confirm the long-held belief that teacher quality is one of the greatest determinants of student achievement. By incorporating student performance into teacher evaluation, MSA-5 wants to keep ongoing student performance discussions with the teacher. MSA-5 will use the following weights for each measure to determine an end-of-year overall rating.

- Teacher Performance on the MPS Framework for Teaching: 55%
- Teacher Professional Qualities, Dispositions, and Responsibilities: 10%
- Student, Parent, and Staff Voices: 15%
- Student Performance: 20%

Evaluators will use the weights (percents) established above for each measure of teacher evaluation and the final score earned by the teacher on each measure to calculate an end-of-year overall performance score of the teacher. Depending on the overall performance score, the teacher will receive an end-of-year overall evaluation rating of 1 (Ineffective), 2 (Developing), 3 (Effective) or 4 (Highly Effective).

Teacher Performance on the MPS Framework for Teaching

MPS Framework for Teaching is based on research in educational psychology and cognitive science, as well as best practices in the field. The standards involve teaching processes and teaching outcomes and are the basis for classroom observations and evaluations. The framework provides a foundation for professional conversations among practitioners as they seek to enhance their teaching skills. It may also be used organization-wide as the foundation of mentoring, coaching, professional development, and teacher evaluation processes, thus linking all those activities together and helping teachers become more thoughtful practitioners. Developing a common understanding of the framework is critical; therefore, MSA-5 trains all teachers, school administrators, and staff on the MPS Framework for Teaching.

The annual evaluation process at MSA-5 involves frequent informal classroom observations and feedback for the teacher, a formal observation cycle, collection of evidence to foster collaboration with the teacher, and goal setting and monitoring. MPS will use on online tool to record and share classroom observation notes, feedback, evidence, forms, evaluation results, and all other related documentation. The tool can be used by both the teacher and the observer or evaluator in respect to their roles. Teachers are encouraged to conduct peer observations. Informal observations can be conducted by the school administrators as well as instructional coaches, department chairs, MPS Home Office support team, and other professionals. Informal observations are mainly conducted for the purpose of providing focused, constructive, and critical feedback to the teacher aimed at improving teaching, or sometimes, just for learning from the observations. While formal observations also provide feedback and guide coaching of the teacher like the informal ones, they form the basis for evaluation of job performance evaluation and are conducted by the school administrators.

The teacher being evaluated will take the lead in conducting the evaluation process through the use of self-assessment, reflection and by gathering evidence for teaching practice. The evaluator will conduct classroom observations to collect evidence on specific standards. Collaborative use of evidence and reflection will provide a basis for self-assessment, goal-setting, professional development, and

demonstration on specific standards and expectations. The evaluator and the school administrator will meet mid-year to discuss progress toward annual goals, and if necessary, any adjustment to action plans. The evaluator and the administrator will meet toward year-end to discuss progress or completion of goals and possible new goals for the next school year.

After completion of the evaluation process, each teacher will receive a rating of 1 (Below Standard), 2 (Approaches Standard), 3 (Meets Standard) or 4 (Exceeds Standard) for each standard on the MPS Framework for Teaching. Besides rating (1) Teacher Performance on the MPS Framework for Teaching, the evaluators will also score (2) Teacher Professional Qualities, Dispositions, and Responsibilities, (3) Student, Parent, and Staff Voices, and (4) Student Performance. The final score and the weight for each measure will be used to calculate an end-of-year overall performance score of the teacher. Depending on the overall performance score, the teacher will receive an end-of-year overall evaluation rating of 1 (Ineffective), 2 (Developing), 3 (Effective) or 4 (Highly Effective).

Classroom Observations

Classroom observations are at the heart of a teacher evaluation system. These observations have potential to identify strengths and address specific areas for growth in teachers' practice. The following are important to consider in order for observations to become a fair and reliable tool:

- Focus of the observation
- How evidence is collected
- How evidence is interpreted against performance ratings
- How observations and feedback are shared

MSA-5 uses two types of observations that work in collaboration:

Informal Observations/Walkthroughs:

- Are conducted minimum six (6) times a year per teacher (Recommended: every other week)
- Are 10-15 minutes in length
- Are unannounced
- Focus on specific standard or element (While not opposing the idea that observation can focus on any identified area for growth at any time of the year, MPS recommends an organization-wide schedule as outlined below.)
    - August-September: Domain 1: Learning Environment (Standards 1 & 2)
    - October: Domain 2: Planning & Preparation (Standards 3 & 4)
    - November-January: Domain 3: Instruction & Assessment (Standards 5, 6, & 7)
    - January-March: Domain 3: Instruction & Assessment (Standards 8 & 9)
    - April-June: Standards 8 & 9, and other identified areas for growth unique to each teacher
- Result in bite-sized feedback to the teacher (Recommended: Feedback on both strengths and areas for improvement; leverage questions, if applicable; notes about what worked best and what could have been done differently and why; and some targets for improvement, if applicable.)
- Connect to the teacher's goals, if applicable
- Guide the coaching work of the school administrator
- Can also be done by peers (Recommended: at least two peer-observations per year by each teacher)
- Are recorded on the "MPS Classroom Observation Form"

Formal Observations:

- Are conducted once a year per teacher (Can be conducted more for teachers who are new at MPS or have ratings of 1 or 2 on any standard)
- Take full class period
- Scheduled

- Have three parts called the “Formal Observation Cycle”: Pre-Observation Conference, Formal Observation, Post-Observation Conference.
- Are recorded on the “MPS Classroom Observation Form” and rated on the “Post-Observation Reflection Form.”

Evidence Collection:

Formal Observations need to capture evidence of everything that is happening in the classroom, both verbal and non-verbal: What was the teacher doing and saying? What were students doing and saying? What were the tasks? What interactions took place between and among the students and the teacher? There are typically four types of evidence the evaluators can collect during an observation:

- Verbatim scripting of teacher or student comments
- Non-evaluative statements of observed teacher or student behavior
- Numeric information about time, student participation, resource use, etc.
- An observed aspect of the learning environment

High quality evidence is important in fostering collaboration with the teacher. The evaluators need to be cautious in collecting evidence rather than recording their opinions. The following are some differences between opinion and evidence, respectively. Subjective vs. objective; ambiguous vs. unambiguous; may include value judgment vs. free of value judgment; draws conclusions, makes inferences or guesses vs. makes observations; summarizes teacher practice vs. gives proof of teacher practice.

Student, Parent, and Staff Voices

Research into teaching effectiveness indicates that student, parent, and staff voices play a powerful role in helping schools and districts learn how to improve teaching. Surveys have been the primary means of collecting student, parent, and staff voices about effective teaching. MSA-5 uses an online platform to provide students, parents, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and students’ own strengths and weaknesses. MSA-5 believes that student, parents, and staff have an essential role to play in informing school climate and teaching effectiveness: this feedback instrument provides teachers and other employees with valuable data about how students see their classes, how much parents are involved, and how to facilitate improvement.

Student Assessments at MSA-5

As explained in Standard 7 of the MPS Framework for Teaching, “Teachers are expected to use formative and summative assessment strategies to monitor student progress and to adjust instruction in order to maximize student achievement.” The measures that are used to assess student progress include all state-mandated standardized tests such as the Smarter Balanced Summative Assessments. MSA-5 also uses the Smarter Balanced Interim Assessments which are designed to support teaching and learning throughout the year; and the Digital Library, designed to support classroom-based formative assessment processes. MSA-5 administers both the Interim Comprehensive Assessments (ICAs) and Interim Assessment Blocks (IABs) to assess student learning and inform instruction during the year. The Smarter Balanced Interim Assessments are specifically designed to provide the following:

- Meaningful information for gauging student progress throughout the year toward mastery of the skills measured by the Summative Assessments
- Assessments of the CCSS, which can be used at strategic points during the school year.

MSA-5 teachers also have access to publisher or third-party-provided assessments, such as McGraw Hill, Illuminate, Accelerated Reader, and MAP. MSA-5 utilizes computer adapted MAP testing to measure student progress three times a year. Teachers also, with the help of published materials, create standards-aligned formative assignments and tests that are evaluated using rubrics.

Assessments at MSA-5 are not tests only. As detailed in Standard 7, MPS teachers are expected to use a variety of formative and summative assessments that are valid and reliable measures of student achievement. (Ex: performance assessments, portfolios, etc.) Assessments are expected to be aligned with learning objectives. (Ex: Unit assessments are aligned with unit standards and learning objectives.) At MSA-5, teachers provide students with choices of ways to demonstrate learning and students participate in the development of their learning outcomes. Teachers use summative assessment results to plan next units and redeliver instruction.

MSA-5 teachers are expected to closely monitor all students' progress toward meeting student learning outcomes. Teachers use technology, as appropriate, to conduct data analysis and communicate assessment results and student growth to all stakeholders (families, colleagues, administration, etc.) Teachers review summative assessment results with students, and students are involved in self-assessment, goal-setting, and monitoring progress.

Using Student Performance as a Measure of Employee Evaluation

MSA-5 continually strives to develop and refine its Student Performance metric for the purpose of measuring student achievement and growth at our school sites, as well as to inform teacher effectiveness. State and local accountability indicators along with interim and summative assessments provide valuable data on student performance and progress. MSA-5 also recognizes that a variety of assessments can and should be used to measure student progress, such as performance assessments and portfolios. As such, MSA-5 considers using a thoughtful combination of interim and summative assessments and state and local indicators, as well as student work. MSA-5 needs to make sure that Student Performance data used is of high quality as agreed by all stakeholders. While evidence of Student Performance will be collected and analyzed during the evaluation process, developing and refining a definite Student Performance metric in each subject area is an ongoing process that involves the collaboration of all our stakeholders. For practical calculation purposes and the fact that the CA School Dashboard provides performance levels for all students and for student groups on the state indicators, MSA-5 will use the state indicators as its Student Performance metric unless a different metric is identified and agreed upon. MSA-5 will base 20 percent of end-of-year overall evaluation on Student Performance.

Ongoing Consultation to Support Continuous Improvement

As explained above in detail, MSA-5 uses a variety of data and ways to assess the effectiveness of professional development activities and teacher effectiveness, including but not limited to, informal observations/walkthroughs, formal observations, student, parent, and staff voices, student achievement data, and teacher self-assessment. The coaching/mentoring process that involves goal-setting, progress monitoring, periodic observations, feedback, reflection, peer observations and mentoring is geared toward creating an individualized professional growth plan and support system for each of our teachers and administrators. As also explained Section "Professional Growth and Improvement," MSA-5 will continue to provide all employees with professional development opportunities to increase the effectiveness of their performance in their present positions, and to obtain skills, knowledge, and abilities which may improve their opportunities for advancement within the Organization through PD, induction, certification and other programs that are funded by various sources, including Title-II.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Professional development for teachers of English Learners will be extensive and ongoing at MSA-5. Professional development specific to ELs will endeavor to improve ELD instruction, facilitate the ability of teachers and school leaders to successfully implement the EL program, and help improve English language proficiency and subject matter knowledge of ELs.

(Note: Magnolia Public Schools (MPS) receives Title III, Part A funds as a consortium of 10 Magnolia Science Academies, of which Magnolia Science Academy-1 is the lead member school. The MPS EL Coordinator of the Consortium serves all 10 school sites.)

Effective professional development will include:

- An ELD workshop for teachers at the Summer In-Service.
- An overview of the EL Master Plan, including program placement, progress monitoring, and reclassification, presented to all staff.
- Sessions dedicated to English Language Development (ELD) training for teachers at the annual Fall and Spring Teacher Symposiums.
- ELD training and shared best practices at least once per month at the school-site level staff meetings.
- All core teachers will attend at least one third-party ELD training (this may be done off or on site; for example, attend a workshop offered by the county office, or hire a consultant to present to the staff on site).
- The MPS EL Coordinator will regularly attend high-quality professional development workshops and conferences, including a monthly Bilingual Directors' Meeting at the Los Angeles County Office of Education, and share resources and information with teachers and school leaders at MSA-5.
- When possible, MSA-5 EL Coordinator will attend professional development sessions and meetings with the MPS EL Coordinator.
- The MPS EL Coordinator will host two (one per semester) trainings/meetings for the site-level EL Coordinators. These meetings will review ELD strategies, best practices, an assessment of EL data at each school site, and evaluate the effectiveness of the EL program.
- Regular updates regarding ELs and ELD will be provided to all MPS principals and deans during monthly meetings at the Home Office.
- The MPS EL Coordinator and MPS Math Coach will provide a workshop to math teachers that will support EL access across the curriculum.
- The MPS EL Coordinator and MPS Student Services director will provide resources to help teachers and school leaders support dually identified students.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Immigrant Identification Policy and Procedures:

MSA-5 will identify immigrant children and youth by asking the following questions in our Home Language Survey during enrollment:

- Student's Birth Place (including the City, State, and Country)
- Date Student First Attended School in the U.S.
- Date Student First Attended School in California

In addition to the Home Language Survey, MSA-5 will use information collected through birth certificates and any available CALPADS and school records to check if the following criteria are met in order to identify immigrant children and youth:

- is aged three through twenty-one;
- was not born in any state (each of the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico); and
- has not been attending any one or more schools in the United States for more than three full school years (20 USC § 7011[5].)

Although many immigrant students are English language learners, this is not always the case. Students who meet the definition of "immigrant" above will be reported in CALPADS and school records regardless of their primary language or language proficiency level.

Services and Activities for Immigrant Children and Youth:

The following are some of the supplemental services and activities MSA-5 will provide our immigrant students with, depending on the immigrant students' needs and the population size:

- Family literacy, parent and family outreach, and training activities designed to assist parents and families to become active participants in the education of their children, including home visits to the families and trainings on the student information system and introduction to the educational system and civics education;
- Language acquisition programs; primary language assessments and support, as needed (e.g., Ballard & Tighe); academic vocabulary development (e.g., Kate Kinsella workbooks);
- Additional tutoring for newcomers in core subjects and electives;
- Counseling and mentoring services;
- Translation services for parents and students.

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

CORE Program - SEI Program

EL Program Overview: All English Learners at MPS schools receive both integrated and designated English Language Development, that is supported by high quality curriculum, monitoring, professional development, coaching, and assessments. Depending on the student's language proficiency level and grade level (determined by the ELPAC), an EL student may receive designated ELD in a full hour class (will not interfere with college requirements), 25-minute class, or during their ELA class. MPS schools use the McGraw Hill ELA curriculum (Wonders for elementary and StudySync for secondary) which have integrated and designated strategies and lessons built in. Integrated ELD is provided in all classes, and teachers are trained to utilize strategies such as SDAIE and the CHATS Framework. (Supplemental - the training for the modeling and implementation comes from Title-III, Part A funds.)

The CHATS framework is made up of components that are broken up into five areas around the acronym: C – Content Reading Strategies; H – Higher Order Thinking Skills; A – Assessment; T – Total Participation Techniques; and S – Scaffolding Strategies. This framework is designed to work in mixed, multilingual classrooms and the corresponding book (available to all MPS teachers) provides resources and examples of how teachers can use each component in their planning. Additionally, all MPS schools have also adopted a literacy program designed to encourage students to read and help students build their comprehension and vocabulary skills. Currently, our schools are using either the Accelerated Reader Program or the myON Reading Program.

As part of the English Learner program, MPS collects students' language proficiency scores, state assessment scores, and MAP scores, along with teacher feedback in order to monitor student progress towards successful reclassification. ELD teachers, coordinators, and school leaders (deans of academics) meet at least once per month to review English Learner student data and address any areas of need. All data is collected and monitored through Illuminate, our data management system. The MPS EL Coordinator follows up with each site regarding regular EL student monitoring and provides intervention and organizational support as needed. In addition to the monthly meetings designed to address English Learner progress, weekly professional development meetings are held at each school site. During these meetings, student achievement across all grade levels and sub-groups are assessed and discussed. Our principals, deans, and teachers closely monitor all students during development meetings in order to provide additional academic support and assess academic progress and programs in all subject areas.

Although the EL Coordinator's primary duty will be to provide the supplemental services outlined below to ELs, the EL Coordinator will also work with the Chief Academic Officer, on-site EL Coordinators, and Office Managers to support schools with accountability. Some examples of how the consortium will hold member schools accountable are:

- Create Title III folders for each school site with a calendar of notifications, procedures for notifying parents of ELs, certifications for notices mailed and data reported, attendance sheets for PD and parent meetings/workshops, etc. The MPS EL Coordinator will work with school leadership and on-site ELD Coordinators to ensure that folders are maintained and updated.
- The executive office manager will ensure and certify the timely submission of all CALPADS data pertaining to ELs.
- School leadership will certify the timely submission of all Title III notifications mailed to parents of ELs.
- The consortium EL Coordinator will work with site-level coordinators to conduct walk-throughs of classrooms to ensure program fidelity.
- The consortium EL Coordinator will support site-level coordinators and teachers with progress monitoring of ELs and provide a framework for progress monitoring.

Authorized activities chosen by the LEA relating to supplementary services as part of the language instruction program for English Learner students: In order to most efficiently utilize Title III funds within the consortium, an English Learner (EL) Program Coordinator has been hired to provide direct, supplemental services to English learners and teachers of English language learners at all consortium-member schools (10 in total). The EL Coordinator will support implementation of the LEA's EL Master Plan and program, as well as ensure that all appropriate ELL services are being delivered at each member school. Specifically, the EL Coordinator will provide the following services to member schools:

- Maintain, evaluate, and improve the EL Master Plan and EL Program based on the observations, data, and feedback from each member school.
- Provide coaching, and professional development to all teachers of English learners (for example, provide integrated and designated ELD support, teacher training, coaching on SIOP, CHATS, and SDAIE strategies, and model push-in support).
- Conduct lesson demonstrations and classroom observations/walk-throughs in order to help improve instruction delivered to ELs.
- Help teachers monitor the progress of ELs and reclassified students and create appropriate interventions and action plans as needed.
- Assist site-level coordinators and staff with the development of action plans and appropriate supports for Long Term English Learners and Newcomers.
- Lead and train ELD Coordinators at each school site, including facilitate team meetings as well as coordinate the EL program strategic planning process.

- Oversee the adoption and implementation of the ELD curriculum.
- Attend ELL-related professional development and share resources and best practices with teachers and school leaders.

The MPS EL Coordinator will provide services in a percentage of time proportional to funding. A Personnel Activity Calendar/Report will be maintained by the MPS EL Coordinator.

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

(A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and

(B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Please see Program Overview above in section "Title III Programs and Activities" for a detailed discussion of integrated and designated ELD, curriculum, and progress monitoring.

EL students are carefully monitored by both site-level EL Coordinators and the MPS EL Coordinator. Academic data will be regularly assessed to determine if intervention is needed, and appropriate action plans will be created that involve students, coordinators, teachers, deans, and parents. Reclassified EL students will also be monitored for a period of four years (where applicable) following their reclassification.

The Consortium EL Coordinator will work directly with teachers of ELs, on-site EL Coordinators, and school leaders to ensure that the consortium's curriculum, revised EL Master Plan, and Title III Plan are implemented consistently and with fidelity. This will include relevant professional development, teacher training, lesson demonstrations, classroom observations, and teacher coaching that will help improve instruction for English Learners and improve achievement objectives. The Consortium EL Coordinator will also work with school leaders to address areas of need and growth as measured by accountability measures.

The MPS EL Coordinator will visit schools on a rotational basis, and with site-level coordinators, use the MPS ELD observation template to conduct regular assessments of integrated and designated ELD across the core curriculum. This template will allow coordinators to provide appropriate coaching and feedback to teachers, as well as strategies for improving ELD instruction and engaging English Learners.

The ELD program will be regularly assessed for effectiveness and will include feedback from all stakeholders. Program feedback will be collected during leadership meetings and EL Coordinator meetings.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

(A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;

(B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;

(C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;

(D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and

(E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LEA is an independent, direct-funded charter school and it is a single-school LEA receiving an allocation below $30.000.

MSA-5 has identified the following strategies and actions that we plan to use Title IV, Part A funds to supplement our education program:

- MSA-5 will provide students with a well-rounded education including programs such as health and physical education, arts and civics, etc.
  - o In an effort to provide well-rounded education to our students, MSA-5 will strive to offer additional programs such as elective courses, clubs, health and physical education, arts, and civics;
  - o MSA-5 will strive to provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, and community service programs;
  - o MSA-5 will seek partnership opportunities with local universities and organizations to provide part of the programs mentioned above (health education, arts, civics, field trips, internships, community service programs, etc.)
- MSA-5 will provide students with STEAM focused programs such as science fairs, advanced math courses/clubs, and engineering activities:
  - o MSA-5 will design its master schedule to include Accelerated and Advanced math classes/clubs;
  - o MSA-5 teachers will mentor students with STEAM focused projects, experiments, models or demos in their classes;
  - o MSA-5 will design and implement engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, and Project Lead the Way (PLTW) programs;
  - o MSA-5 will seek partnership opportunities with local universities and organizations to provide part of the programs mentioned above (mentorship to our students, PLTW, Los Angeles County Office of Education (LACOE) partnership for STEAM related programs, etc.)
- MSA-5 will ensure that technology supports instruction.

o MSA-5 will assure that students have physical access, support, and time to use classroom, school, and community resources, including instructional materials and technology;

o Teachers will use accessible technology tools and other resources on a regular basis to engage and enhance learning and to differentiate instruction to meet the needs of every student. Teachers will effectively use challenging resources that are mentally, visually, aurally, and kinesthetically stimulating. (Ex: internet, PowerPoint, interactive white boards, document camera, multimedia, educational software, interactive games and simulations, apps, class website, lab materials, manipulatives, assistive technology, etc.)

o Teachers and students will keep up to date with technology and blended learning practices. Teachers will model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law and student maintaining internet security. Teachers will provide resources and instructional materials that require cognitive engagement. Students will choose, adapt, or create materials to extend learning.

- MSA-5 will provide students with 4-year plans and support programs to ensure timely high school graduation. Charter School will implement policies that encourage and support student attendance, positive student behavior and improvements. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.

o MSA-5 will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation and satisfaction of UC/CSU requirements;

o MSA-5 will implement restorative practices and Positive Behavioral Interventions and Supports (PBIS);

o MSA-5 will implement restorative practices, PBIS, and alternatives to suspension.

o MSA-5 will implement a positive behavior reward system and use its SIS for monitoring it.

o MSA-5 will offer Life Skills program to supplement instruction;

o MSA-5 will connect students and families with resources for social-emotional and behavioral support;

o MSA-5 will seek partnership opportunities with local universities and organizations to provide part of the programs mentioned above (Los Angeles County Office of Education (LACOE) partnership for PBIS, behavior counseling and coaching support, etc.)

MSA-5 aligns its federally-funded programs with the priority goals of the school and such funds provide the opportunity to innovate. The planning process supports continuous cycles of action, reflection, and improvement. We have identified the above-mentioned strategies and actions that we plan to use Title IV, Part A funds to supplement our education program through our information/input sessions including PTF meetings, SSC meetings, ELAC meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings. We will continually monitor implementation of the selected strategies and actions and reflect on their effectiveness; we will continue to inform our stakeholders and involve them in the cycles of planning, action, reflection, and improvement.

Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum Template

LEA name:

Magnolia Science Academy-6

CDS code:

19-64733-0117648

Link to the LCAP:

(optional)

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A

Student Support and Academic Enrichment Grants

*(**NOTE:** This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

Title I, Part A; Title II, Part A; Title III, Part A; Title IV, Part A

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

The MSA-6 LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. It provides us with an opportunity to share MSA-6's story of how, what, and why programs and services are selected to meet our local needs.

The Charter School LCAP committee, which includes the School Site Council (SSC) and other stakeholders, reviews input from all stakeholders and available data through surveys and student performance data. Based on stakeholder input and data (CA School Dashboard data, interim student assessment data, survey results, etc.), we reflect on our existing LCAP actions/services and measurable outcomes, continue or modify them for improvement, and we also plan for new actions and services as the needs arise.

The following are highlights from our LCAP and the strategies and actions that we plan to use federal funds to supplement our education program within the context of the LCAP actions and services.

LCAP Planned Actions/Services:	Strategy/Activity to Be Supported by Federal Funds within the Context of the LCAP Actions/Services:
▪ Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance. ▪ Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials. ▪ Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of	▪ Charter School will ensure that all teachers are supported with their credentialing needs and that they participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. Charter School will also monitor and evaluate teachers for their performance. ▪ Charter School will monitor how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. Charter School leadership team will make daily classroom observations using the MSA-6 teacher observation protocol which includes walkthroughs, informal and formal observations and formal evaluation.

standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom visits.	▪ Charter School will evaluate its teachers for their performance. Charter School will identify those areas the teachers need improvement to become more effective and efficient at their jobs and communicate with teachers about performance, mutually establish goals and identify actions for progress, and evaluate results. Charter School may use evaluation results as basis and documentation for performance pay, transfer, promotion, reassignment, or disciplinary action. **Rationale/Evidence:** To increase teacher effectiveness to improve teaching and learning in the classroom based on teacher PD needs assessment and evaluations.
▪ Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. ▪ Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.	▪ Charter School will provide CCSS aligned ELA and math instruction and ELD instruction, support and intervention to ELs and immigrant students, and monitor student progress in ELA/Literacy, math, and ELD as measured by the MAP tests and other assessments. ▪ The EL program coordinator sponsored by the Title III consortium lead will monitor MSA-6 protocol for teacher observation and feedback regarding the implementation of the ELD program monthly. ▪ The EL program coordinator sponsored by the Title III consortium lead will evaluate the EL services at the school at least semesterly. **Rationale/Evidence:** To provide necessary support to meet the unique needs of our ELs and immigrant students in attaining language and academic proficiency. (Based on ELAC input, the CA School Dashboard EL student group data as well as internal assessments.)
▪ During the day, Charter School will provide additional supports and interventions to all students, including ELs. ▪ Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. ▪ Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.	▪ Charter School will select a research-based reading intervention and math program that targets the individual literacy needs of struggling students and English Learners and includes ongoing assessments of student growth. ▪ Teachers and the leadership team will monitor student progress in ELA and math as measured by in-class/benchmark assessments, MAP and IABs. **Rationale/Evidence:** To provide necessary support to meet the unique needs of struggling students in their core classes and to monitor their progress. (Based on SSC input, the CA School Dashboard ELA/Literacy and mathematics assessments as well as internal assessments such as MAP and IABs.)

▪ Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. ▪ Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.	▪ In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, clubs, health and physical education, arts, and civics. ▪ Charter School will strive to provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, and community service programs. **Rationale/Evidence:** To increase student access to a broader course of study that supports well-rounded education. (Based on students' needs and interests and student and parent survey results.)
▪ Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8. ▪ Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.	▪ Charter School will design and implement engineering-related courses and activities, such Code.org activities and Project Lead the Way (PLTW) programs; ▪ Charter School will seek partnership opportunities with local universities and organizations (mentorship to our students, PLTW, Los Angeles County Office of Education (LACOE) partnership for STEAM related programs, etc.) **Rationale/Evidence:** To increase student participation and achievement in innovative STEAM related courses and programs. (Based on research and our school's vision to graduate scientific thinkers who contribute to the global community as socially responsible and educated members of society.)
▪ Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.	▪ Teachers will use accessible technology tools and other resources on a regular basis to engage and enhance learning and to differentiate instruction to meet the needs of every student. Teachers will effectively use challenging resources that are mentally, visually, aurally, and kinesthetically stimulating. (Ex: internet, PowerPoint, interactive white boards, document camera, multimedia, educational software, interactive games and simulations, apps, class website, lab materials, manipulatives, assistive technology, etc.) ▪ Teachers and students will keep up to date with technology and blended learning practices. Teachers will model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law and student maintaining internet security. Teachers will provide resources and instructional materials that require cognitive engagement. Students will choose, adapt, or create materials to extend learning. **Rationale/Evidence:** To engage and enhance learning and to differentiate instruction to meet the needs of every student.

	(Based on research and teacher PD needs assessment and evaluations.)
▪ Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings. ▪ Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. ▪ Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level. ▪ Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement. ▪ Charter School will annually administer school experience surveys to students, parents, and staff.	▪ Charter School will pursue an integrated strategy to support the exchange of information, purposeful interaction, and meaningful participation between the school, families, and community partners to support student learning and achievement. This will include but not be limited to SSC, ELAC, and PTF meetings, parent activities/events, web portal, home-visits, and school experience surveys. ▪ Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL students and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, using SIS to check student progress, study habits, and family literacy. ▪ Charter School teachers will schedule and make home-visits. Teachers will document the visits, evaluate them and share necessary information with the appropriate staff (grade level team, counselor, administrator, etc.) ▪ Charter School will use an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and students' own strengths and weaknesses. This feedback instrument will provide teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. **Rationale/Evidence:** To increase our stakeholders' connectedness through parental participation in programs and parent input in making decisions for the Charter School so our stakeholders feel a sense of community. (Based on research; our school community's positive experience with our meetings, programs, and home visits; parent input and feedback as well as student, parent, and staff survey results.)
▪ Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs. ▪ Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. ▪ Charter School will offer summer school classes and provide support to ensure timely middle school graduation. ▪ Charter School will annually assess its suspension/expulsion	▪ Charter School will offer summer school classes and provide support to ensure timely middle school graduation and readiness for high school. ▪ Charter School will implement restorative practices and Positive Behavioral Interventions and Supports (PBIS). o Charter School will implement restorative practices, PBIS, and alternatives to suspension. o Charter School will implement a positive behavior reward system and use its SIS for monitoring it.

policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices. ▪ Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	▪ Charter School will offer Life Skills program to supplement instruction. ▪ Charter School will connect students and families with resources for social-emotional and behavioral support. **Rationale/Evidence:** To increase our students' sense of safety and school connectedness by providing academic, behavioral, and social-emotional support; to increase middle school graduation rate and student attendance; and to avoid chronic absenteeism, school dropout, student suspension and expulsion. (Based on research; our school community's positive experience with PBIS; student, parent, and staff input and feedback as well as survey results.)

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

MSA-6's vision is that our graduates are scientific thinkers who contribute to the global community as socially responsible and educated members of society. MSA-6 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. We have identified the following core values, which are reinforced through our curriculum, student learning outcomes (SLOs), and all school activities: Excellence, Innovation, and Connection. Our three LCAP goals stem from our core values:

- EXCELLENCE: All students will pursue academic excellence and be college/career ready.
- INNOVATION: All students will become independent, innovative scholars.
- CONNECTION: All students, families, staff, and other stakeholders will feel a sense of community and connectedness.

In order to promote learning and provide a more positive learning experience for our students, MSA-6 has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our accountability plans (LCAP, LCAP Addendum, SPSA, WASC, etc.)

Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings. Parents on our PTF and SSC also serve as our parent advisory committee for Local Control and Accountability Plan (LCAP). Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our parent advisory committee and ELAC provide valuable input for the LCAP and SPSA. In addition, the Charter School conducts surveys for parents, students, and staff, and the Charter School staff make home visits. These all serve as ways to inform, educate, and gather input & feedback from all critical stakeholders.

MSA-6 has an approved charter petition with measurable student outcomes and methods to assess student progress, a SPSA with planned improvement in student performance in reading and mathematics and in programs for English Learners, and a WASC action plan for continuous school improvement. Therefore, the LCAP and the LCAP Addendum are received by our community as a

comprehensive planning tool that draws from all other school plans and addresses the state priorities and locally identified priorities as well as the ESSA requirements.

MSA-6 aligns its federally-funded programs with the priority goals of the school and such funds provide the opportunity to innovate. The accountability plans planning process supports continuous cycles of action, reflection, and improvement. The academic, accountability, and finance departments at our Home Office and our back-office support provider work closely with us; they monitor and support our progress as well as review every federally-funded expense to ensure funds are expensed appropriately and that we are compliant. Our budgeting and accounting processes are designed so that state and local funds and federal grant funds are all budgeted and accounted for and aligned according to our school accountability plans.

MSA-6 teachers and administrators continually analyze schoolwide and disaggregated student achievement data (CA School Dashboard, CAASPP, NWEA MAP, ELPAC, IABs, grades, etc.) as well as SEL and survey data, teacher observation data, and input from all stakeholders to:

- Improve safe learning environments and promote student engagement;
- Identify targeted areas for curriculum, instruction, and other program improvements to support the academic achievement and social-emotional well-being for all students;
- Implement a multi-tiered system of support available to all students to provide increasing levels of support and academic intervention to meet the needs of students;
- Consistently modify interventions based on formative data to more effectively meet the learning needs of all students;
- Align policies, resources, and funding to our documented LEA goals and priorities, and oversee the impact of those funds;
- Select research-based practices;
- Monitor school progress, guide instructional practice, and make school governance decision;
- Adopt a multi-year, standards-based professional learning plan, based on data and a needs assessment and organized around a comprehensive set of program priorities;
- Monitor the effectiveness of the professional learning plan and to determine new opportunities;
- Provide intensive and targeted support of teachers through coaching and mentoring programs;
- Monitor the effectiveness of programs and practices and make necessary revisions in order to continuously increase student achievement;
- Determine next steps in order to clearly understand the challenges within the school community;
- Retain highly effective and qualified teachers that have the necessary skills to implement evidence-based practices;
- Make effective decisions that benefit students.

As described above, MSA-6 strives to attain a collaborative culture of data analysis, needs assessment, planning, aligning funding to our documented LEA goals and priorities, reflection, and improvement. All our stakeholder groups (parents, students, staff, SSC, ELAC, PTF, Home Office support team, Board of Directors, charter authorizer, ACS WASC, and our community partners) are critical, active, informed, and responsible participants in this process to ensure we make effective decisions that benefit students.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 *(as applicable)*

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

(A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;

(B) identifying students who may be at risk for academic failure;

(C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and

(D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 *(as applicable)*

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 *(as applicable)*

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

(A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and

(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 *(as applicable)*

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 *(as applicable)*

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. (N/A if your LEA is a charter school or COE)

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and it is a single-school LEA.

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

In order to promote learning and provide a more positive learning experience for our students, MSA-6 has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual LCAP and other plans such as the LCAP Addendum and School Plan for Student Achievement (SPSA).

Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings. Parents on our PTF and SSC also serve as our parent advisory committee for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, immigrant students, etc.) Feedback from our parent

advisory committee and ELAC provide valuable input for the new LCAP. In addition, MSA-6 conducts surveys for parents, students, and staff, and the school staff make home visits. These all serve as a way to inform, educate, and gather input & feedback from all critical stakeholders.

MSA-6 holds periodical meetings to gather input from our stakeholders. These include monthly PTF meetings, quarterly SSC meetings, quarterly ELAC meetings, monthly parent activities/events including Coffee with the Principal meetings, weekly staff meetings, and other stakeholder meetings. The school conducts a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. A majority of our stakeholders participate in this survey. MSA-6 staff also makes home visits annually and seeks feedback from the parents for school improvement.

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

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

Within 60 days of the beginning of school, the School sends [e.g., via mail, sent home with students, and/or placed in orientation packets and/or registration packets] a notice to all parents containing, but not limited to, the following information:

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

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

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

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

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

community members selected by parents, and pupils. Classroom teachers shall comprise the majority of persons represented under category (a). (Education Code Section 52852) Furthermore, Education Code Section 52852 states that parents or community members on the SSC may not be employed by the school district.

Additionally, the SSC will be involved in decisions regarding how funds reserved for parent involvement activities are allotted for those activities.

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

Building Capacity for Involvement:

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

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

- The LEA will encourage parents to serve on its board of directors;
- The LEA will seek input from the PTF and the SSC on ways to assist parents to understand the Standards and Requirements.
- The LEA will encourage parents to serve on its board committees.
- The LEA will regularly publish in its Newsletter, and/or on its website, descriptions and explanations of State academic content standards and State student academic achievement standards, State and local academic assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve the academic achievement of their children.
- Regular meetings will be held by the LEA at community libraries and/or parent volunteer homes to discuss how parents can work with educators to improve their child's academic achievement.
- The LEA will hold Back to School nights to introduce parents to the School's curriculum and its correlation to the State's academic content standards and academic achievement standards.
- Parents will be invited to attend regular classes to learn about State and local academic assessments and to take sample tests.

B. Helping Parents to Work with their Children

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

- Student-Teacher Status Portal: MSA-6 uses an online web portal to enable parents, students, and teachers to communicate more efficiently. Teachers have a webpage for every class in which they post course material, homework assignments, projects, course grade statistics and records of students' grades on quizzes, tests, class participation and homework assignments. Students and parents use confidential passwords to log on.

Families without home computers will be encouraged to come to the school and use one of the available computer stations. Classes are held at the school on how to use the portal as well as how to access it via free Internet access at public libraries if that is more convenient than coming to the school.

- The LEA will provide parents with access to literacy programs that bond families around reading and using the public library.
- The LEA will provide annual seminars on parenting skills and parent-child communication.
- The school's psychologist will work with parents to better understand their children and the issues facing them.
- The LEA will train parents how to tutor their children in the school.
- Individualized student and parent advisory sessions: Each of LEA teachers and mentors will be assigned to a small group of students. They will arrange two to four meetings at school during the school year to discuss their students' academic achievements.
- One-on-one meetings with the parents of academically low-achieving students to support the parent in providing the student the study environment he/she needs.

Education on Parent Involvement:

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

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

- Home Visits: Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, the LEA will use home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with low-achieving students.
- The LEA teachers will visit students at their homes to enhance student learning and involvement. Family visits offer invaluable insights about students. They can provide new understanding about students' learning styles. Visits might also reveal the emotional and social needs and behaviors of students. It is helpful to know if they react to problems with tears, anger, or withdrawal, and how they socialize with peers. Through family visits, teachers can identify students' latest interests or concerns, such as a new hobby, an upcoming trip, or a change in the family.
- A phone tree will be established where volunteers call all parents of participating students to solicit feedback and ideas for building ties between parents and the LEA, how to best communicate with parents and how to work with parents as equal partners.
- A survey will be sent home to parents of participating students that solicits information on what skills each parent has to offer the LEA and what types of parental involvement programs in which parents would most likely participate.

Other Optional Parent Participation:

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

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

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

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

School-Parent Compact:

At the beginning of each school year, the School will enter in to School-Parent Compacts with parents of participating children. The School-Parent Compact will outline how parents, the entire school staff and students will share the responsibility for improved student

academic achievement and the means by which the School and parents will build and develop a partnership to help children achieve the State's high standards.

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

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

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

- The LEA will hold regular meetings, and send notice of these meetings, for the purpose of formulating and responding to recommendations from parents of participating children.
- The LEA will provide language translators at parent meetings to the extent practicable.
- The LEA will schedule meetings to enable families to share information about culture, background, children's talents and particular needs for the schools.
- The LEA will provide parents of limited English proficiency with access to English as a Second Language (ESL) classes to increase their English language proficiency to assist their children with homework. The school's principal will visit the classes to interact with the parents.
- English Learner Advisory Committee: The English Learner Advisory Committee (ELAC) is mainly a committee of parents or other community members who want to advocate for English Learners. The committee provides parents of English Learners opportunities to learn more about the programs offered to their students and advises the principal and the School Site Council (SSC) on programs and services for English Learners.

State law mandates each school site with 21 or more students of Limited English Proficiency (LEP) in attendance, regardless of language, to form a functioning English Learner Advisory Committee (ELAC).

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

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

Notices:

In accordance with law, the LEA will provide the following notices to our parents:

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

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

As explained in Section "Parent and Family Engagement," MSA-6 parents and families are involved in the development of the LCAP Addendum, School Plan for Student Achievement (SPSA), and the LEA's Local Control and Accountability Plan (LCAP). On an annual basis, MSA-6 will submit California Department of Education ("CDE") –required plans to the Parent Council for review and suggested changes before appropriate plans are submitted to the authorizers and the CDE with the Consolidated Application. In addition, all parents of participating children will annually be invited to review the LEA's plans and submit comments.

All parents will be involved, to the extent applicable, in the process of school review and improvement. This includes disseminating the results of the local annual review of each school served under Title I, Part A to parents. In addition, the parents will be invited to annually review the effectiveness of the parental involvement policy and other Title I, Part A activities and provide comments to the LEA.

Programs:

MSA-6 will implement the Multi-Tiered System of Supports (MTSS) as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system to support students. The framework of MTSS utilizes high quality evidence-based instruction, intervention, and assessment practices to ensure that every student receives the appropriate level of support to be successful. A Multi-Tiered System of Supports align with the academic standards and behavioral expectations, in order to accelerate the performance of every student to meet and/or exceed proficiency.

To support students academically, social-emotionally and behaviorally, and create a climate of academic success, MSA-6 recognizes that we must address the needs of the entire child. Often, we focus on punitive and remedial practices, therefore, we may unknowingly reinforce unwanted and antisocial behaviors. MSA-6 implements a positive behavior support program. Program expectations require students to be Safe, Responsible and Respectful. The school tracks behaviors using a point system, to reward students for demonstrating positive behavior. Our school personnel (Dean of Academics/Department Chairs) lay a foundation to engage students and enhance learning. Our school community works together to establish agreed upon norms, build relationships, learn pro-social behaviors, improve academics and demonstrate a culture where adults encourage motivation and knowledge is co-constructed through multi-tiered systems of support.

MSA-6 has ability to quickly identify low-achieving students through frequent benchmark assessment and review of individual student data. Students who are achieving substantially below grade level are recognized through multiple measure assessments including in-class assessments, NWEA MAP assessments and other program data through ALEKS, Khan Academy, myON and StudySync.

MSA-6 utilizes data and progress monitoring to determine best practices to support student achievement. Teachers and student stakeholders are invited to meet with teachers to discuss possible intervention methods and learn how they can participate in helping with their child's education. Parent-teacher meetings at the school are followed by home visits as needed.

The intervention model that is written into the schedule for the MSA-6 program is flexible intervention that can be used with a variety of curriculum and varying schedules. MSA-6's principal approach is to intentionally build consistent math and ELA intervention time into the entire school schedule. A variety of implementations are used. Implementation strategies may include:

- Intervention block every day or 2-3 times per week (a student may have reading intervention on one day and math on the next)
- Intervention/Enrichment computer tutorials where the teacher can tutor selected students
- Specialist, instructional assistant, and volunteer support during intervention time
- Divide students up by need and send to different teaching team members for support during intervention blocks

During intervention teachers use educational materials that provide review, re-teach and enrichment programs. McGraw Hill's publisher resources, ALEKS, Curriculum Associates' Ready Common Core program, Kuta software, Khan Academy, Accelerated Reader and Accelerated Math program, Achieve3000, and Buckle Down allow teachers to monitor the progress of students who are achieving below grade level and provide software generated tests and personalized instructional materials based on CCSS and areas of growth. MSA-6 has Teacher Assistants on all levels to support overall achievement.

Tiered intervention implementation is outlined below. Student progress is closely monitored through a well-integrated system of instruction and intervention guided by student assessment data.

Intervention Cycle and Process

MSA-6 uses the following to inform, monitor, and implement response to intervention strategies:

- Historical student data
- Data related to SBAC results and Spring NWEA MAP data from previous year
- NWEA Diagnostic data
- Fall NWEA MAP
- Progress monitoring data
- Classroom Assessment Data
- SBAC Interim Data
- SBAC Interim Block Assessment
- SBAC Interim Comprehensive Assessment
- Spring MAP
- Winter MAP (optional)

Tier 1: High-quality instruction, progress monitoring, differentiated learning, group interventions, classroom accommodations

The RTI process begins at Tier 1 with high quality instruction and universal screening of all children within the general education setting. Through the use of formative assessments such as the MAP test, the school establishes a baseline to identify students who need additional support and struggling learners are provided classroom accommodations and differentiated instruction to meet their needs. Tier 1 academic supports include technology-rich instruction, progress monitoring, differentiated learning, group interventions and classroom accommodations. Using strategies and tools such as adaptive programs, NWEA MAP universal screening, Integrated and Designated ELD, Explicit Direct Instruction, and Culturally Responsive Teaching. Tier 1 behavioral and socio-emotional supports are centered around School-Wide PBIS, led by the Dean of Students. With clear expectations taught through a Life Skills course and etiquette program students earn rewards for desired behaviors. Assemblies, student surveys and our SSPT process encourage student participation and voice.

Within Tier 1, a student may receive the following supports:

- Adaptive programming in McGraw Hill's ALEKS and StudySync
- Khan Academy
- BrainPOP ESL
- Discovery Education
- myON
- National Geographic
- 1:1 devices

- Advisory/SSR

The length of time in Tier I interventions may vary, but generally does not exceed eight weeks. During that time, the school will continue to evaluate student progress based on interim data such as Smarter Balanced Interim Block Assessments, Comprehensive exams, and classroom assessments. At the end of this period, students showing significant progress are exited from interventions, while those needing more intensive supports are moved to Tier 2. A student success team is gathered to determine intensive support.

Tier 2: Targeted Interventions

Tier 2 focuses on targeted interventions to create a high-quality differentiated environment where students are supported to engage at their optimal levels. The school uses co-teaching strategies, and "Power" classes for mathematics and ELA intervention. Additionally, students with targeted needs receive tutoring, Saturday and Summer school instruction is available universally. When students are identified as needing additional support, restorative practices are utilized such as peer mediation, new-comer and behavior management support groups, community restoration assignments, goal setting and monitoring and Edge Coaching.

Students not making adequate progress with Tier I interventions are matched with more intensive academic and/or behavioral support based on their needs. These services are provided by general education teachers, math and literacy coaches, and special education teachers. In small groups and within the general classroom setting, students may access:

- Power Classes (Math and English)
- Co-taught classes
- Push-in support
- Before and after school tutoring
- SSR/Advisory

Pull out supports are utilized to support students who require additional academic support and the learning lab will be used.

Students receiving Tier 2 interventions may require a longer period of monitoring, however, it does not typically exceed a semester. Students who do not demonstrate progress are moved into Tier 3. While students who have shown significant progress are placed into Tier 1.

Tier 3: Intensive Interventions and Evaluation

Tier 3 assists those students in most academic need. Our schools have both push-in and pull-out services with specialists to ensure students' needs are met. Using of our Special Academic Instruction program, instructional aides, learning centers, and Saturday school we are able to help our most struggling learners close the achievement gap. Support for our exceptional learners include search and serve to meet their needs and an accelerated math pathway. Supports for behavior and socio-emotional are centered around restorative practices. Utilizing reflection committees, we determine the proper intervention for individual students. Using trauma-informed practices and socio-emotional wellness, these strategies and programs address the needs of all scholars including the most vulnerable, academically and emotionally unresponsive students.

In Tier 3 of the MSA-6's RTI program, students receive individualized, intensive interventions that target specific skill deficiencies that include:

- All Tier 2 interventions
- Push-in and Pull-out support: Education Specialists, Intervention Teachers, and Literacy Coaches provide push- in and pull- out support in core classes to learners receiving Tier 3 interventions. Support providers assist teachers in creating accommodations and differentiated learning experiences so that all students may access class materials. If it is deemed that students would benefit from further individualized support, they are pulled out for more intensive instruction.
- Study Skills classes: Study Skills courses are taught by Education Specialists as an elective course for students in need of additional support in note taking, organization, exam preparation, assignment completion, and time management.

- Instructional aides in the classroom: Instructional Aides support teachers with instruction by working individually with students, assisting in stations, clarifying instructions, and reteaching. IA's also provide behavioral support and reinforce the school's Positive Behavior Interventions and Support ("PBIS").
- Saturday School: Students assigned to Saturday School work with teachers on foundational skills related to their coursework.
- Learning Center: The Learning Center or Resource Classroom is designated as a space for both Special Education and General Education students to receive academic support from Education Specialists and Instructional Coaches. Students can complete assignments, test in small settings, use computers, and work with their peers on group assignments.

If the Student Success Team believes further intervention is necessary, then the student may be referred to special education or 504 services.

While Tier 3 students may access a variety of academic supports before and after school including tutoring, Saturday school, and teacher coaching, the majority of interventions are given throughout the school day to ensure that students receive the full benefits of their individualized instruction. Services in the learning center, push-in and pull-out assistance, instructional aides, and study skills classes are all provided to students during the school day.

Equitable Access to the Curriculum:

MSA-6 utilizes an instructional program that emphasizes equitable access to the curriculum for all learners, including students with disabilities. These include:

Co-Teaching/Push-in/Pull-out Support- MSA-6 supports its exceptional populations by utilizing multiple methods of providing special education services. MSA-6 fosters an inclusive model of education. As such, Professional Development in the area of co-teaching allows teachers to grow their ability to educate and service students of varying abilities. In order to effectively implement a co-teaching model, special education and general education teachers are given time to co-plan and develop lessons so that students are provided appropriate supports and accommodations. Students who require additional assistance, receive services in a push-in or pull-out model where they receive more individualized attention.

Additionally, the digital formatting of our McGraw Hill curriculum allows teachers to collaborate on unit and lesson plans to ensure that all students' accommodations and needs are being addressed. This system is setup such that all students attend every class. The Special Education teacher and various paraprofessionals provide instructional support within the general education setting. This allows for all student groups to be supported while participating in the least restrictive environment throughout the day.

Embedded Supports- In addition to the on-site staff coordinated by the Special Education and/or RTI Coordinator, MSA-6 contracts with an outside service provider to support children's learning needs, such as intervention specialists, speech and language therapists, and occupational therapists who work with teachers to provide the least restrictive and most accessible learning environment. Special education aides work directly in the classroom, providing customized support to students throughout the day, and are valuable members of the team.

Differentiated Instruction- Teachers at MSA-6 deliver a curriculum that is tailored to each student's interests and needs. This support includes accommodations, use of technology, and data-informed decisions, such as utilizing Lexile reading scores and bringing technology into the classroom.

Socio-economically disadvantaged/low income students:

The instructional design of MSA-6 addresses the needs of low-income and socio-economically disadvantaged students, who make up the overwhelming majority of our enrollment. Socio-economically disadvantaged students are identified through their participation in the Free and Reduced Lunch program. Counseling, intervention/remediation, individual tutoring and free eligibility to after school social, academic and athletic programs are some of the many programs that support our socio-economically disadvantaged students. Home visits, motivational guest speaker programs, parent meetings, university and college visits, and instructional field trips are planned to shape the educational vision of the student and the family. Socio-economically disadvantaged students have role models around them who will inspire motivation to focus on lessons and self-confidence with the discovery of their potential.

The Charter School administration ensures that these programs are available to all students, including socio-economically disadvantaged students, and works with the teachers and parents to encourage for student participation in these programs. The administration monitors the performance and progress of socio-economically disadvantaged students through the use of MSA-6's data cycle.

Annual Evaluation:

MSA-6 implements a schoolwide program where the comprehensive needs assessment is done and evaluated annually with our stakeholders based on many achievement and growth metrics, including CAASPP proficiency rates in ELA/Literacy and math, CA School Dashboard status and growth data, NWEA MAP growth data, student grades, and other assessments described in this section.

MSA-6, with the involvement of parents and our SSC, conducts an annual evaluation of the content and effectiveness of our schoolwide programs as well as our family involvement policy in improving the academic quality of the school under Title I, Part A, including identifying barriers to greater participation by parents in activities under ESSA. MSA-6 pays particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. MSA-6 will use the findings of such evaluation to design strategies for more effective parental involvement and to revise, if necessary, our family involvement policy. Please see section "Parent and Family Engagement" for more details.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

LEA is an independent, direct-funded charter school and it is a single-school LEA. MSA-6 Homeless Liaison shall ensure that:

1. Homeless students are identified by school personnel and through coordination activities with other entities and agencies.
2. Homeless students enroll in and have a full and equal opportunity to succeed at MSA-6.
3. Homeless students and families receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by MSA-6, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.
4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
6. Enrollment/admissions disputes are mediated in accordance with law, the MSA-6 charter, and Board policy.
7. Parents/guardians are fully informed of all transportation services, as applicable.
8. School personnel providing services receive professional development and other support.
9. The School Homeless Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the

Higher Education Act of 1965 and that the youths may obtain assistance from the School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

Homeless children and youth will be identified through:

1. The application process for enrollment (self-identification)
2. School personnel recommendations
3. Coordinated activities with other entities and agencies

MSA-6 will comply with all federal, state, county, and other data collections and reporting requirements regarding homeless children and youth.

In order to provide equal access to our school, the MSA-6 annual student recruitment plan shall include efforts to reach homeless families, children, and youth via free public events, community centers, and local homeless service providers. Homeless students may also be identified at the time of enrollment (through self-reports).

Homeless youth will not be discriminated against in the application process. Homeless children and youth will be allowed to apply for enrollment in accordance with current MSA-6 enrollment policies even if the parent/guardian is unable to provide the school with the records normally required for enrollment such as previous academic records, birth certificate, medical records, proof of residency, or other documentation. The MSA-6 designee shall immediately contact the school last attended by the student to obtain the relevant records. If the student needs to obtain immunizations or does not possess immunization or other medical records, the designee shall refer the parent/guardian to the homeless liaison. The liaison shall assist the parent/guardian in obtaining the necessary immunizations or records for the student.

In the case of an unaccompanied youth, the homeless liaison shall assist in the enrollment process. Unaccompanied youth shall be immediately enrolled if space is available even if unable to provide the school with the records normally required for enrollment (as above), and despite lack of parent or legal guardian's supervision or permissions, or "power of attorney" by supervising adult.

Any confidential record ordinarily kept by the school, including immunization or medical records, academic records, birth certificates, guardianship records, and evaluations for special services or programs, of each homeless child or youth will be maintained so that the records are available, in a timely fashion, when a child or youth enters a new school or school district.

Homeless students automatically qualify for free breakfast and lunch at MSA-6. Families do not have to fill out an application or provide proof of income. Homeless students will be added to the free meals program as soon as they have been identified.

Per the McKinney-Vento Act, LEAs must provide services to homeless children/youth that are comparable to those received by other students in the school selected, including transportation. In addition, schools must provide transportation for homeless students to and from their school of origin, if feasible.

MSA-6, where feasible, applicable, at the request of the parent/guardian and/or in the best interest of the homeless children and youth shall provide transportation to students experiencing homelessness to ensure the students are able to stay at MSA-6 for the duration of their homelessness. MSA-6 may work with the youth's district of residence or other agencies to provide transportation services.

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

(A) through coordination with institutions of higher education, employers, and other local partners; and

(B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LEA is an independent, direct-funded charter school and it is a single-school LEA serving students in grades 6-8.

High School & College Readiness:

MSA-6 provides a college preparatory educational program emphasizing science, technology, engineering, arts and math in a safe environment that cultivates respect for self and others. Through Honors, accelerated, and online courses, students who demonstrate high achievement, interest and/or ability are provided the opportunity for a rigorous learning environment. We work with our students to ensure their transition to high school is a successful one and that it complements the rigorous course schedule offered at MSA-6.

MSA-6 upholds the belief that college is attainable through academic success and persistence. The MSA-6 program provides students with the emotional and instrumental support students need to become college and career ready. To enrich college-going activities, our Dean of Academics and students regularly visit college campuses and research requirements. By nurturing students' college aspirations, supporting college/career preparation activities and advising students on how to make successful transitions from middle school to high school and eventually to their colleges of choice.

Advisory Program:

Our students take Advisory all three years of middle school. Each student works closely with their Advisory teacher to explore and set academic and career goals. Students take part in team building activities, community service opportunities and work toward their high school portfolio. Advisory also provides curriculum to increase student knowledge and ability in skills necessary for everyday living. The program emphasizes defining personal values, goal-setting and planning, making decisions and solving problems, evaluating information and dealing with media and peer pressure, communication and relationships, decision-making, wellness and personal safety, and contributing to your community.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

(A) assist schools in identifying and serving gifted and talented students; and

(B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LEA is an independent, direct-funded charter school and it is a single-school LEA serving students in grades 6-8.

MSA-6 may use Title I, Part A funds to support our GATE Program and School Library/Reading & Digital Literacy Skills Program as described below.

GATE Program:

MSA-6 is committed to supporting gifted and highly capable students in a safe, caring environment which promotes a college preparatory, STEAM education. Instructional programs for Gifted and Talented students are based on the core principles that all students have the potential to excel and should have the opportunity to develop their individual abilities, interests and potential. The purpose of the MSA-6 GATE program is not to simply identify the highest achieving students, but rather, identify students with exceptional abilities, those that go well beyond their peer group.

MSA-6's advanced academic programming serves students in grades 6-8 and offers highly challenging learning opportunities that adhere to our Core Values of Excellence, Innovation, and Connection. Educational experiences and are designed to meet the needs of advanced learners with an emphasis on innovation, critical thinking, and logical reasoning. MSA-6 serves GATE students through a number of delivery models and settings so that students obtain an optimal level of learning. These include, but are not limited to, Honors/Scholars classes, cluster groupings, acceleration (math, etc.), enrichment activities, independent studies, and group projects.

MSA-6's GATE identification procedures are equitable, comprehensive, and on-going. Assessments and recommendations for the program reflect best practices and are research-based. MSA-6 understands that examinations alone may not reflect the abilities of all students, as well as GATE students of diverse populations. Therefore, MSA-6 includes teacher and/or administrator recommendations as well as work samples in its identification process. In order to identify a student as gifted, evidence must be gathered relating to his/her ability to perform beyond chronological peers. Data should be broad enough to discover aptitudes across racial, ethnic, and economic groups.

School Library/Reading & Digital Literacy Skills Program:

All MSA-6 students participate in Sustained Silent Reading (SSR) for about half an hour day, every day. MSA-6 utilizes myON reader, a personalized, online literacy program that helps teachers manage and monitor a student's independent reading practice. myON is used as a reading intervention, as it generates book recommendations within each learner's target Lexile ranges. Accommodations such as audio narration to model reading fluency, highlighting text, and the use of embedded dictionaries, allow learners to develop academic vocabulary and reading fluency. Teachers have access to data related to Lexile levels which informs their teaching and supports differentiation. Once completed, the student is administered an online assessment which informs the teachers of the student's progress. If a student continues to struggle while reading at his or her level, additional interventions are implemented. All teachers use assessment results to inform Response to Intervention (RTI) strategies.

Besides online resources, MSA-6 also strives to provide a rich collection of texts through school and classroom libraries to support literacy instruction and academic achievement. Our teachers promote greater amounts of reading, increased reading frequency, and more diverse reading experiences among their students, thus helping them to attain greater levels of reading achievement.

Title I, Part A Use of Funds:

MSA-6 aligns its federally-funded programs with the priority goals of the school and such funds provide the opportunity to innovate. The planning process supports continuous cycles of action, reflection, and improvement. Through our information/input sessions including Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings, we have identified the following strategies and actions that we plan to use Title I, Part A funds to supplement our education program:

- Supporting teachers with their PD needs in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment; monitoring and evaluating teachers for their performance;
- Providing CCSS aligned ELA and math support and intervention to all students, including ELs and immigrant students, and monitoring student progress in ELA/Literacy and math as measured by the interim assessments (MAP, IAB, etc.);
- Promoting a college-going culture through college visits and other college related activities;

- Providing students with a well-rounded education including programs such as health and physical education, arts and civics, GATE programs, school library/reading and digital skills programs, etc.;
- Supporting instruction with technology;
- Pursuing an integrated strategy to support the exchange of information, purposeful interaction, and meaningful participation between the school, families, and community partners to support student learning and achievement. This will include but not be limited to SSC, ELAC, and PTF meetings, parent activities/events, web portal, home-visits, and school experience surveys;
- Implementing policies that encourage and support student attendance, positive student behavior and improvements.

TITLE I, PART D

Description of Program
ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Formal Agreements
ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Comparable Education Program
ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

MSA-6 conducts credential review as part of teacher hiring process and support our teachers' credentialing needs. We also annually review master schedule/teacher assignments to ensure compliance. We ensure that all teachers are supported with their credentialing needs and that they participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. MSA-6 also monitors and evaluates teachers for their performance.

MSA-6 monitors how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. The school leadership team makes daily classroom observations using the Magnolia Public Schools (MPS) teacher observation protocol which includes walkthroughs, informal and formal observations and formal evaluation.

MSA-6 evaluates teachers for their performance. We identify those areas the teachers need improvement to become more effective and efficient at their jobs and communicate with teachers about performance, mutually establish goals and identify actions for progress, and evaluate results. Evaluation results may be used as basis and documentation for performance pay, transfer, promotion, reassignment, or disciplinary action.

Professional development occurs both at the organizational level and school level. In addition to ongoing professional development activities that support efforts to increase student academic performance, MSA-6 provides all staff with multiple opportunities to grow professionally. MSA-6 assesses staff professional development needs through formal and informal performance observation and surveys. Based on these data and combined with the school improvement plan actions in our LCAP and SPSA, MSA-6 determines common staff development days, and tailors staff development to individual staff needs.

PROFESSIONAL LEARNING COMMUNITIES ("PLCS")

MSA-6 is organized into Professional Learning Communities by grade level and by department. PLCs seek to transform a school into a community that fosters mutual cooperation, emotional support, personal growth, and a synergy of effort. Combined with the school improvement plan actions in our LCAP and SPSA, the answers to the following questions are studied in PLCs:

- How do we ensure that students learn?
- How do we foster a culture of collaboration?
- How do we ensure results?

We use PLCs to:

- Clarify intended outcomes
- Develop common assessments
- Jointly analyze student achievement data
- Establish team improvement goals
- Share best practices and materials
- Engage in collective inquiry and action research regarding student learning
- Support system and sense of efficacy
- Promote more engaged, motivated, and successful students with reduced absenteeism
- Focus on students' needs academically and behaviorally

As an implementation of the PLC at MSA-6, all staff will read educational literature and make informed recommendations for school and system-wide improvement. The staff will produce an annual reading list recommended by the PLCs. The following literature will be on MSA-6's staff reading list: Alan Blankstein, Failure Is Not an Option: 6 Principles That Advance Student Achievement in Highly Effective Schools; Dr. Robert Marzano's Classroom Management That Works: Research-Based Strategies for Every Teacher; Carol Ann Tomlinson's How to Differentiate Instruction in Mixed-Ability Classrooms, and Doug Lemov's Teach Like A Champion.

SCHOOL-WIDE MEETINGS AND PROFESSIONAL DEVELOPMENT ACTIVITIES

Department Level Staff Meetings

All teachers meet departmentally every month to:

- Share Time: Presentation by a member on an effective classroom strategy
- Vertically align curriculum
- Analyze student achievement data (NWEA MAP, CAASPP, ELPAC, grades)
- Improve instructional strategies per data indicators
- Differentiate instruction
- Plan major departmental events
- Discuss other departmental issues and policies

Department Chairs are responsible for minutes and forwarding action items to the appropriate administrative leaders.

Grade Level Staff Meetings

Grade level teachers meet once a month and collaborate on the issues below:

- Classroom strategies
- Sharing promising practices
- Curricular and academic issues (grading uniformity, homework load, differentiation, and other academic issues)
- Support for students with academic challenges (IEP, 504, RTI, SSR, Accelerated Reader, Accelerated Math, Tutoring)
- Discussion of student academic supports (peer tutoring, mentorships)
- Long-term projects (science fair projects, English & history & math projects)
- Integration/thematic units/horizontal alignment of the curriculum
- Field trips
- Discussions and strategies for students with behavioral problems
- School/grade level wide incentive programs
- Other common grade level and school wide issues

Grade Chairs are responsible for minutes and forwarding action items to the appropriate administrative leaders.

Wrap Up Meetings

MSA-6 staff participates in end-of-the-year meetings to focus on evaluation of student achievement data, effectiveness of the programs such as testing, curriculum, and intervention programs, counseling, after school, and other school matters. These meetings help staff prepare a professional learning plan for themselves and review what worked well during the school year. These plans and feedback are addressed in the summer in–service program.

Summer In-Service Programs

MSA-6 holds orientations and trainings for both new and veteran teachers to familiarize them with policies and procedures regarding the Charter Schools' operations, and the academic and education program goals for the year. A teacher workshop/summer in service program is held in August for about two weeks. The program consists of at least four days of intensive training, after which teachers continue their studies at their school sites and communicate with each other via grade level and subject area email groups.

Peer Observations

MSA-6 believes that every effective teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally. Therefore, each teacher is required to make monthly class visits to other teachers' classrooms to observe effective strategies and reflect on his/her observations by using peer observation beneficiary forms. These forms are used to create a professional development plan for individual growth.

Formal Observations/Evaluations

All teachers are observed in the classroom by department chairs and the administrative team (Dean of Academics, Principal and Chief Academic Officer). A rubric guides observation and allows for the development of constructive feedback. MSA-6's formal teacher evaluation program is comprehensive and includes an evaluation of academic performance of their students. All teachers are evaluated annually. A pre-conference and post conference are scheduled for each of the evaluation.

Walkthroughs

MSA-6 administration/Department Chairs make regular walkthroughs in each teacher's classroom. This quick and informal visit provides teachers immediate and constructive feedback in specific areas to improve instruction and student learning.

Beginning Teacher Support and Assessment Program ("BTSA")

MSA-6 provides new teachers with BTSA, a two-year program that provides beginning teachers with collegial support, guidance, professional development, motivation to continue in the profession, and training. It links college level teacher preparation with classroom application.

Ongoing Professional Development Program for Special Education

MSA-6 conducts ongoing in-services for special education. During the August in-service training a specialist trains our entire staff about services and programs related to students with learning disabilities. MSA-6's special education teachers train the staff on the IEP documentation and how to implement accommodations and modifications in a general education classroom. Our special education teachers attend workshops and trainings provided by the District/County and SELPA and attend a resource conference to hear from additional experts in the field of special education. In addition to the August sessions, MSA-6 conducts quarterly training sessions about special education. Special education teachers and paraprofessionals who are authorized to handle crisis situations and physically restrain students will complete specialized training in behavioral interventions, such as Crisis Prevention Institute ("CPI"), prior to placement in the classroom.

SUPPORT FOR SCHOOL ADMINISTRATORS

Magnolia Public Schools (MPS) Home Office holds monthly day-long meetings for school administrators (principals and deans) where principals and deans are trained by the Home Office support staff on leadership, academics, accountability, school operations, finance, HR and other matters. These meetings create medium for best practice sharing, collective brainstorming, problem-solving as well as data analysis and specialized training. Based on a needs-assessment of the administrators, the deans meet with their principals and principals meet with the Home Office c-level team to set 2-3 professional development goals for the year in August, followed by a mid-year progress check in January and an end-of-year progress meeting in May. Individual needs and professional development goals drive the professional map at MPS. The CEO, COO, CAO, CFO, and the Chief Accountability Officer provide weekly online check-in sessions, monthly in-person trainings at the Home Office, and biweekly mentoring sessions on-site.

TUITION REIMBURSEMENT

MPS provides all employees with professional development opportunities to increase the effectiveness of their performance in their present positions, and to obtain skills, knowledge, and abilities which may improve their opportunities for advancement within the Organization. There are four types of programs covered under the Tuition Reimbursement policy which include sample recommended job-related certifications and programs. Category 1 includes teaching related certification/career development programs; Category 2 includes administrative related certification/career development programs; Category 3 includes job-related master's degree program; and Category 4 includes job-related doctoral degree programs. Sample Category 1 programs include:

- CCTC approved teacher credentialing programs (at a college or university, through college/university internship, district internship, etc.)
- CCTC approved subject-matter preparation programs
- BTSA induction programs
- English Learner Authorization/CLAD certification
- National Board certification
- Undergraduate/graduate level academic courses not leading to a degree program
- Other programs if approved by the MPS Home Office

Sample Category 2 programs include:

- Administrative services credential
- College counseling certification
- Behavior intervention specialist certification
- CBO certification
- SHRM certification
- Project management certification
- IT certification
- Undergraduate/graduate level academic courses not leading to a degree program
- Other programs if approved by the MPS Home Office

As described above, MPS and MSA-6 will continue to provide systems of professional growth and improvement and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and it is a single-school LEA.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

MSA-6 firmly believes that teacher quality is the most important variable in increasing student achievement. The evaluation process helps the teacher and the school administrators build on the strengths of the teacher and identify those areas the teacher needs improvement to become more effective and efficient at his/her job. Performance evaluation allows the school administrators and the

teacher to communicate openly about performance, mutually establish goals and identify actions for progress, and evaluate results which may provide a basis and documentation for transfer, promotion, reassignment, or disciplinary action.

The Evaluation Process

MSA-6 will use multiple measures in order to make a reliable teacher evaluation. These measures include (1) Teacher Performance on the MPS Framework for Teaching, (2) Teacher Professional Qualities, Dispositions, and Responsibilities, (3) Student, Parent, and Staff Voices, and (4) Student Performance. Using multiple measures will provide for better insight and reliability than using only one measure.

Standards in the MPS Framework for Teaching involve teaching processes and teaching outcomes and are the basis for classroom observation evaluations. The annual evaluation process involves frequent informal classroom observations and feedback for the teacher, a formal observation cycle, collection of evidence to foster collaboration with the teacher, and goal setting and monitoring. This process is supplemented by assessment of teacher's professional qualities, dispositions, and responsibilities, student and parent feedback through surveys, and student performance data. Numerous academic studies confirm the long-held belief that teacher quality is one of the greatest determinants of student achievement. By incorporating student performance into teacher evaluation, MSA-6 wants to keep ongoing student performance discussions with the teacher. MSA-6 will use the following weights for each measure to determine an end-of-year overall rating.

- Teacher Performance on the MPS Framework for Teaching: 55%
- Teacher Professional Qualities, Dispositions, and Responsibilities: 10%
- Student, Parent, and Staff Voices: 15%
- Student Performance: 20%

Evaluators will use the weights (percents) established above for each measure of teacher evaluation and the final score earned by the teacher on each measure to calculate an end-of-year overall performance score of the teacher. Depending on the overall performance score, the teacher will receive an end-of-year overall evaluation rating of 1 (Ineffective), 2 (Developing), 3 (Effective) or 4 (Highly Effective).

Teacher Performance on the MPS Framework for Teaching

MPS Framework for Teaching is based on research in educational psychology and cognitive science, as well as best practices in the field. The standards involve teaching processes and teaching outcomes and are the basis for classroom observations and evaluations. The framework provides a foundation for professional conversations among practitioners as they seek to enhance their teaching skills. It may also be used organization-wide as the foundation of mentoring, coaching, professional development, and teacher evaluation processes, thus linking all those activities together and helping teachers become more thoughtful practitioners. Developing a common understanding of the framework is critical; therefore, MSA-6 trains all teachers, school administrators, and staff on the MPS Framework for Teaching.

The annual evaluation process at MSA-6 involves frequent informal classroom observations and feedback for the teacher, a formal observation cycle, collection of evidence to foster collaboration with the teacher, and goal setting and monitoring. MPS will use on online tool to record and share classroom observation notes, feedback, evidence, forms, evaluation results, and all other related documentation. The tool can be used by both the teacher and the observer or evaluator in respect to their roles. Teachers are encouraged to conduct peer observations. Informal observations can be conducted by the school administrators as well as instructional coaches, department chairs, MPS Home Office support team, and other professionals. Informal observations are mainly conducted for the purpose of providing focused, constructive, and critical feedback to the teacher aimed at improving teaching, or sometimes, just for learning from the observations. While formal observations also provide feedback and guide coaching of the teacher like the informal ones, they form the basis for evaluation of job performance evaluation and are conducted by the school administrators.

The teacher being evaluated will take the lead in conducting the evaluation process through the use of self-assessment, reflection and by gathering evidence for teaching practice. The evaluator will conduct classroom observations to collect evidence on specific standards. Collaborative use of evidence and reflection will provide a basis for self-assessment, goal-setting, professional development, and

demonstration on specific standards and expectations. The evaluator and the school administrator will meet mid-year to discuss progress toward annual goals, and if necessary, any adjustment to action plans. The evaluator and the administrator will meet toward year-end to discuss progress or completion of goals and possible new goals for the next school year.

After completion of the evaluation process, each teacher will receive a rating of 1 (Below Standard), 2 (Approaches Standard), 3 (Meets Standard) or 4 (Exceeds Standard) for each standard on the MPS Framework for Teaching. Besides rating (1) Teacher Performance on the MPS Framework for Teaching, the evaluators will also score (2) Teacher Professional Qualities, Dispositions, and Responsibilities, (3) Student, Parent, and Staff Voices, and (4) Student Performance. The final score and the weight for each measure will be used to calculate an end-of-year overall performance score of the teacher. Depending on the overall performance score, the teacher will receive an end-of-year overall evaluation rating of 1 (Ineffective), 2 (Developing), 3 (Effective) or 4 (Highly Effective).

Classroom Observations

Classroom observations are at the heart of a teacher evaluation system. These observations have potential to identify strengths and address specific areas for growth in teachers' practice. The following are important to consider in order for observations to become a fair and reliable tool:

- Focus of the observation
- How evidence is collected
- How evidence is interpreted against performance ratings
- How observations and feedback are shared

MSA-6 uses two types of observations that work in collaboration:

Informal Observations/Walkthroughs:

- Are conducted minimum six (6) times a year per teacher (Recommended: every other week)
- Are 10-15 minutes in length
- Are unannounced
- Focus on specific standard or element (While not opposing the idea that observation can focus on any identified area for growth at any time of the year, MPS recommends an organization-wide schedule as outlined below.)
    - August-September: Domain 1: Learning Environment (Standards 1 & 2)
    - October: Domain 2: Planning & Preparation (Standards 3 & 4)
    - November-January: Domain 3: Instruction & Assessment (Standards 5, 6, & 7)
    - January-March: Domain 3: Instruction & Assessment (Standards 8 & 9)
    - April-June: Standards 8 & 9, and other identified areas for growth unique to each teacher
- Result in bite-sized feedback to the teacher (Recommended: Feedback on both strengths and areas for improvement; leverage questions, if applicable; notes about what worked best and what could have been done differently and why; and some targets for improvement, if applicable.)
- Connect to the teacher's goals, if applicable
- Guide the coaching work of the school administrator
- Can also be done by peers (Recommended: at least two peer-observations per year by each teacher)
- Are recorded on the "MPS Classroom Observation Form"

Formal Observations:

- Are conducted once a year per teacher (Can be conducted more for teachers who are new at MPS or have ratings of 1 or 2 on any standard)
- Take full class period
- Scheduled

- Have three parts called the “Formal Observation Cycle”: Pre-Observation Conference, Formal Observation, Post-Observation Conference.
- Are recorded on the “MPS Classroom Observation Form” and rated on the “Post-Observation Reflection Form.”

Evidence Collection:

Formal Observations need to capture evidence of everything that is happening in the classroom, both verbal and non-verbal: What was the teacher doing and saying? What were students doing and saying? What were the tasks? What interactions took place between and among the students and the teacher? There are typically four types of evidence the evaluators can collect during an observation:

- Verbatim scripting of teacher or student comments
- Non-evaluative statements of observed teacher or student behavior
- Numeric information about time, student participation, resource use, etc.
- An observed aspect of the learning environment

High quality evidence is important in fostering collaboration with the teacher. The evaluators need to be cautious in collecting evidence rather than recording their opinions. The following are some differences between opinion and evidence, respectively. Subjective vs. objective; ambiguous vs. unambiguous; may include value judgment vs. free of value judgment; draws conclusions, makes inferences or guesses vs. makes observations; summarizes teacher practice vs. gives proof of teacher practice.

Student, Parent, and Staff Voices

Research into teaching effectiveness indicates that student, parent, and staff voices play a powerful role in helping schools and districts learn how to improve teaching. Surveys have been the primary means of collecting student, parent, and staff voices about effective teaching. MSA-6 uses an online platform to provide students, parents, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and students’ own strengths and weaknesses. MSA-6 believes that student, parents, and staff have an essential role to play in informing school climate and teaching effectiveness: this feedback instrument provides teachers and other employees with valuable data about how students see their classes, how much parents are involved, and how to facilitate improvement.

Student Assessments at MSA-6

As explained in Standard 7 of the MPS Framework for Teaching, “Teachers are expected to use formative and summative assessment strategies to monitor student progress and to adjust instruction in order to maximize student achievement.” The measures that are used to assess student progress include all state-mandated standardized tests such as the Smarter Balanced Summative Assessments. MSA-6 also uses the Smarter Balanced Interim Assessments which are designed to support teaching and learning throughout the year; and the Digital Library, designed to support classroom-based formative assessment processes. MSA-6 administers both the Interim Comprehensive Assessments (ICAs) and Interim Assessment Blocks (IABs) to assess student learning and inform instruction during the year. The Smarter Balanced Interim Assessments are specifically designed to provide the following:

- Meaningful information for gauging student progress throughout the year toward mastery of the skills measured by the Summative Assessments
- Assessments of the CCSS, which can be used at strategic points during the school year.

MSA-6 teachers also have access to publisher or third-party-provided assessments, such as McGraw Hill, Illuminate, Accelerated Reader, and MAP. MSA-6 utilizes computer adapted MAP testing to measure student progress three times a year. Teachers also, with the help of published materials, create standards-aligned formative assignments and tests that are evaluated using rubrics.

Assessments at MSA-6 are not tests only. As detailed in Standard 7, MPS teachers are expected to use a variety of formative and summative assessments that are valid and reliable measures of student achievement. (Ex: performance assessments, portfolios, etc.) Assessments are expected to be aligned with learning objectives. (Ex: Unit assessments are aligned with unit standards and learning objectives.) At MSA-6, teachers provide students with choices of ways to demonstrate learning and students participate in the development of their learning outcomes. Teachers use summative assessment results to plan next units and redeliver instruction.

MSA-6 teachers are expected to closely monitor all students' progress toward meeting student learning outcomes. Teachers use technology, as appropriate, to conduct data analysis and communicate assessment results and student growth to all stakeholders (families, colleagues, administration, etc.) Teachers review summative assessment results with students, and students are involved in self-assessment, goal-setting, and monitoring progress.

Using Student Performance as a Measure of Employee Evaluation

MSA-6 continually strives to develop and refine its Student Performance metric for the purpose of measuring student achievement and growth at our school sites, as well as to inform teacher effectiveness. State and local accountability indicators along with interim and summative assessments provide valuable data on student performance and progress. MSA-6 also recognizes that a variety of assessments can and should be used to measure student progress, such as performance assessments and portfolios. As such, MSA-6 considers using a thoughtful combination of interim and summative assessments and state and local indicators, as well as student work. MSA-6 needs to make sure that Student Performance data used is of high quality as agreed by all stakeholders. While evidence of Student Performance will be collected and analyzed during the evaluation process, developing and refining a definite Student Performance metric in each subject area is an ongoing process that involves the collaboration of all our stakeholders. For practical calculation purposes and the fact that the CA School Dashboard provides performance levels for all students and for student groups on the state indicators, MSA-6 will use the state indicators as its Student Performance metric unless a different metric is identified and agreed upon. MSA-6 will base 20 percent of end-of-year overall evaluation on Student Performance.

Ongoing Consultation to Support Continuous Improvement

As explained above in detail, MSA-6 uses a variety of data and ways to assess the effectiveness of professional development activities and teacher effectiveness, including but not limited to, informal observations/walkthroughs, formal observations, student, parent, and staff voices, student achievement data, and teacher self-assessment. The coaching/mentoring process that involves goal-setting, progress monitoring, periodic observations, feedback, reflection, peer observations and mentoring is geared toward creating an individualized professional growth plan and support system for each of our teachers and administrators. As also explained Section "Professional Growth and Improvement," MSA-6 will continue to provide all employees with professional development opportunities to increase the effectiveness of their performance in their present positions, and to obtain skills, knowledge, and abilities which may improve their opportunities for advancement within the Organization through PD, induction, certification and other programs that are funded by various sources, including Title-II.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Professional development for teachers of English Learners will be extensive and ongoing at MSA-6. Professional development specific to ELs will endeavor to improve ELD instruction, facilitate the ability of teachers and school leaders to successfully implement the EL program, and help improve English language proficiency and subject matter knowledge of ELs.

(Note: Magnolia Public Schools (MPS) receives Title III, Part A funds as a consortium of 10 Magnolia Science Academies, of which Magnolia Science Academy-1 is the lead member school. The MPS EL Coordinator of the Consortium serves all 10 school sites.)

Effective professional development will include:

- An ELD workshop for teachers at the Summer In-Service.
- An overview of the EL Master Plan, including program placement, progress monitoring, and reclassification, presented to all staff.
- Sessions dedicated to English Language Development (ELD) training for teachers at the annual Fall and Spring Teacher Symposiums.
- ELD training and shared best practices at least once per month at the school-site level staff meetings.
- All core teachers will attend at least one third-party ELD training (this may be done off or on site; for example, attend a workshop offered by the county office, or hire a consultant to present to the staff on site).
- The MPS EL Coordinator will regularly attend high-quality professional development workshops and conferences, including a monthly Bilingual Directors' Meeting at the Los Angeles County Office of Education, and share resources and information with teachers and school leaders at MSA-6.
- When possible, MSA-6 EL Coordinator will attend professional development sessions and meetings with the MPS EL Coordinator.
- The MPS EL Coordinator will host two (one per semester) trainings/meetings for the site-level EL Coordinators. These meetings will review ELD strategies, best practices, an assessment of EL data at each school site, and evaluate the effectiveness of the EL program.
- Regular updates regarding ELs and ELD will be provided to all MPS principals and deans during monthly meetings at the Home Office.
- The MPS EL Coordinator and MPS Math Coach will provide a workshop to math teachers that will support EL access across the curriculum.
- The MPS EL Coordinator and MPS Student Services director will provide resources to help teachers and school leaders support dually identified students.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Immigrant Identification Policy and Procedures:

MSA-6 will identify immigrant children and youth by asking the following questions in our Home Language Survey during enrollment:

- Student's Birth Place (including the City, State, and Country)
- Date Student First Attended School in the U.S.
- Date Student First Attended School in California

In addition to the Home Language Survey, MSA-6 will use information collected through birth certificates and any available CALPADS and school records to check if the following criteria are met in order to identify immigrant children and youth:

- is aged three through twenty-one;
- was not born in any state (each of the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico); and
- has not been attending any one or more schools in the United States for more than three full school years (20 USC § 7011[5].)

Although many immigrant students are English language learners, this is not always the case. Students who meet the definition of "immigrant" above will be reported in CALPADS and school records regardless of their primary language or language proficiency level.

Services and Activities for Immigrant Children and Youth:

The following are some of the supplemental services and activities MSA-6 will provide our immigrant students with, depending on the immigrant students' needs and the population size:

- Family literacy, parent and family outreach, and training activities designed to assist parents and families to become active participants in the education of their children, including home visits to the families and trainings on the student information system and introduction to the educational system and civics education;
- Language acquisition programs; primary language assessments and support, as needed (e.g., Ballard & Tighe); academic vocabulary development (e.g., Kate Kinsella workbooks);
- Additional tutoring for newcomers in core subjects and electives;
- Counseling and mentoring services;
- Translation services for parents and students.

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

CORE Program - SEI Program

EL Program Overview: All English Learners at MPS schools receive both integrated and designated English Language Development, that is supported by high quality curriculum, monitoring, professional development, coaching, and assessments. Depending on the student's language proficiency level and grade level (determined by the ELPAC), an EL student may receive designated ELD in a full hour class (will not interfere with college requirements), 25-minute class, or during their ELA class. MPS schools use the McGraw Hill ELA curriculum (Wonders for elementary and StudySync for secondary) which have integrated and designated strategies and lessons built in. Integrated ELD is provided in all classes, and teachers are trained to utilize strategies such as SDAIE and the CHATS Framework. (Supplemental - the training for the modeling and implementation comes from Title-III, Part A funds.)

The CHATS framework is made up of components that are broken up into five areas around the acronym: C – Content Reading Strategies; H – Higher Order Thinking Skills; A – Assessment; T – Total Participation Techniques; and S – Scaffolding Strategies. This framework is designed to work in mixed, multilingual classrooms and the corresponding book (available to all MPS teachers) provides resources and examples of how teachers can use each component in their planning. Additionally, all MPS schools have also adopted a literacy program designed to encourage students to read and help students build their comprehension and vocabulary skills. Currently, our schools are using either the Accelerated Reader Program or the myON Reading Program.

As part of the English Learner program, MPS collects students' language proficiency scores, state assessment scores, and MAP scores, along with teacher feedback in order to monitor student progress towards successful reclassification. ELD teachers, coordinators, and school leaders (deans of academics) meet at least once per month to review English Learner student data and address any areas of need. All data is collected and monitored through Illuminate, our data management system. The MPS EL Coordinator follows up with each site regarding regular EL student monitoring and provides intervention and organizational support as needed. In addition to the monthly meetings designed to address English Learner progress, weekly professional development meetings are held at each school site. During these meetings, student achievement across all grade levels and sub-groups are assessed and discussed. Our principals, deans, and teachers closely monitor all students during development meetings in order to provide additional academic support and assess academic progress and programs in all subject areas.

Although the EL Coordinator's primary duty will be to provide the supplemental services outlined below to ELs, the EL Coordinator will also work with the Chief Academic Officer, on-site EL Coordinators, and Office Managers to support schools with accountability. Some examples of how the consortium will hold member schools accountable are:

- Create Title III folders for each school site with a calendar of notifications, procedures for notifying parents of ELs, certifications for notices mailed and data reported, attendance sheets for PD and parent meetings/workshops, etc. The MPS EL Coordinator will work with school leadership and on-site ELD Coordinators to ensure that folders are maintained and updated.
- The executive office manager will ensure and certify the timely submission of all CALPADS data pertaining to ELs.
- School leadership will certify the timely submission of all Title III notifications mailed to parents of ELs.
- The consortium EL Coordinator will work with site-level coordinators to conduct walk-throughs of classrooms to ensure program fidelity.
- The consortium EL Coordinator will support site-level coordinators and teachers with progress monitoring of ELs and provide a framework for progress monitoring.

Authorized activities chosen by the LEA relating to supplementary services as part of the language instruction program for English Learner students: In order to most efficiently utilize Title III funds within the consortium, an English Learner (EL) Program Coordinator has been hired to provide direct, supplemental services to English learners and teachers of English language learners at all consortium-member schools (10 in total). The EL Coordinator will support implementation of the LEA's EL Master Plan and program, as well as ensure that all appropriate ELL services are being delivered at each member school. Specifically, the EL Coordinator will provide the following services to member schools:

- Maintain, evaluate, and improve the EL Master Plan and EL Program based on the observations, data, and feedback from each member school.
- Provide coaching, and professional development to all teachers of English learners (for example, provide integrated and designated ELD support, teacher training, coaching on SIOP, CHATS, and SDAIE strategies, and model push-in support).
- Conduct lesson demonstrations and classroom observations/walk-throughs in order to help improve instruction delivered to ELs.
- Help teachers monitor the progress of ELs and reclassified students and create appropriate interventions and action plans as needed.
- Assist site-level coordinators and staff with the development of action plans and appropriate supports for Long Term English Learners and Newcomers.
- Lead and train ELD Coordinators at each school site, including facilitate team meetings as well as coordinate the EL program strategic planning process.

- Oversee the adoption and implementation of the ELD curriculum.
- Attend ELL-related professional development and share resources and best practices with teachers and school leaders.

The MPS EL Coordinator will provide services in a percentage of time proportional to funding. A Personnel Activity Calendar/Report will be maintained by the MPS EL Coordinator.

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

(A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and

(B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Please see Program Overview above in section "Title III Programs and Activities" for a detailed discussion of integrated and designated ELD, curriculum, and progress monitoring.

EL students are carefully monitored by both site-level EL Coordinators and the MPS EL Coordinator. Academic data will be regularly assessed to determine if intervention is needed, and appropriate action plans will be created that involve students, coordinators, teachers, deans, and parents. Reclassified EL students will also be monitored for a period of four years (where applicable) following their reclassification.

The Consortium EL Coordinator will work directly with teachers of ELs, on-site EL Coordinators, and school leaders to ensure that the consortium's curriculum, revised EL Master Plan, and Title III Plan are implemented consistently and with fidelity. This will include relevant professional development, teacher training, lesson demonstrations, classroom observations, and teacher coaching that will help improve instruction for English Learners and improve achievement objectives. The Consortium EL Coordinator will also work with school leaders to address areas of need and growth as measured by accountability measures.

The MPS EL Coordinator will visit schools on a rotational basis, and with site-level coordinators, use the MPS ELD observation template to conduct regular assessments of integrated and designated ELD across the core curriculum. This template will allow coordinators to provide appropriate coaching and feedback to teachers, as well as strategies for improving ELD instruction and engaging English Learners.

The ELD program will be regularly assessed for effectiveness and will include feedback from all stakeholders. Program feedback will be collected during leadership meetings and EL Coordinator meetings.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

(A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;

(B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;

(C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;

(D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and

(E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LEA is an independent, direct-funded charter school and it is a single-school LEA receiving an allocation below $30.000.

MSA-6 has identified the following strategies and actions that we plan to use Title IV, Part A funds to supplement our education program:

- MSA-6 will provide students with a well-rounded education including programs such as health and physical education, arts and civics, etc.
  - o In an effort to provide well-rounded education to our students, MSA-6 will strive to offer additional programs such as elective courses, clubs, health and physical education, arts, and civics;
  - o MSA-6 will strive to provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, and community service programs;
  - o MSA-6 will seek partnership opportunities with local universities and organizations to provide part of the programs mentioned above (health education, arts, civics, field trips, internships, community service programs, etc.)
- MSA-6 will provide students with STEAM focused programs such as science fairs, advanced math courses/clubs, and engineering activities:
  - o MSA-6 will design its master schedule to include Accelerated and Advanced math classes/clubs;
  - o MSA-6 teachers will mentor students with STEAM focused projects, experiments, models or demos in their classes;
  - o MSA-6 will design and implement engineering-related courses and activities, such as Code.org activities and Project Lead the Way (PLTW) programs;
  - o MSA-6 will seek partnership opportunities with local universities and organizations to provide part of the programs mentioned above (mentorship to our students, PLTW, Los Angeles County Office of Education (LACOE) partnership for STEAM related programs, etc.)
- MSA-6 will ensure that technology supports instruction.

- MSA-6 will assure that students have physical access, support, and time to use classroom, school, and community resources, including instructional materials and technology;
- Teachers will use accessible technology tools and other resources on a regular basis to engage and enhance learning and to differentiate instruction to meet the needs of every student. Teachers will effectively use challenging resources that are mentally, visually, aurally, and kinesthetically stimulating. (Ex: internet, PowerPoint, interactive white boards, document camera, multimedia, educational software, interactive games and simulations, apps, class website, lab materials, manipulatives, assistive technology, etc.)
- Teachers and students will keep up to date with technology and blended learning practices. Teachers will model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law and student maintaining internet security. Teachers will provide resources and instructional materials that require cognitive engagement. Students will choose, adapt, or create materials to extend learning.

- Charter School will implement policies that encourage and support student attendance, positive student behavior and improvements. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.

- MSA-6 will offer summer school classes and provide support to ensure timely middle school graduation and readiness for high school;
- MSA-6 will implement restorative practices and Positive Behavioral Interventions and Supports (PBIS);
    - MSA-6 will implement restorative practices, PBIS, and alternatives to suspension.
    - MSA-6 will implement a positive behavior reward system and use its SIS for monitoring it.
- MSA-6 will offer Life Skills program to supplement instruction;
- MSA-6 will connect students and families with resources for social-emotional and behavioral support;
- MSA-6 will seek partnership opportunities with local universities and organizations to provide part of the programs mentioned above (Los Angeles Unified School District (LAUSD) partnership for PBIS, behavior counseling and coaching support, etc.)

MSA-6 aligns its federally-funded programs with the priority goals of the school and such funds provide the opportunity to innovate. The planning process supports continuous cycles of action, reflection, and improvement. We have identified the above-mentioned strategies and actions that we plan to use Title IV, Part A funds to supplement our education program through our information/input sessions including PTF meetings, SSC meetings, ELAC meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings. We will continually monitor implementation of the selected strategies and actions and reflect on their effectiveness; we will continue to inform our stakeholders and involve them in the cycles of planning, action, reflection, and improvement.

Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum Template

LEA name:

Magnolia Science Academy-7

CDS code:

19-64733-0117655

Link to the LCAP:

(optional)

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A

Student Support and Academic Enrichment Grants

*(**NOTE:** This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

Title I, Part A; Title II, Part A; Title III, Part A; Title IV, Part A

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

The MSA-7 LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. It provides us with an opportunity to share MSA-7's story of how, what, and why programs and services are selected to meet our local needs.

The Charter School LCAP committee, which includes the School Site Council (SSC) and other stakeholders, reviews input from all stakeholders and available data through surveys and student performance data. Based on stakeholder input and data (CA School Dashboard data, interim student assessment data, survey results, etc.), we reflect on our existing LCAP actions/services and measurable outcomes, continue or modify them for improvement, and we also plan for new actions and services as the needs arise.

The following are highlights from our LCAP and the strategies and actions that we plan to use federal funds to supplement our education program within the context of the LCAP actions and services.

LCAP Planned Actions/Services:	Strategy/Activity to Be Supported by Federal Funds within the Context of the LCAP Actions/Services:
▪ Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance. ▪ Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials. ▪ Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of	▪ Charter School will ensure that all teachers are supported with their credentialing needs and that they participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. Charter School will also monitor and evaluate teachers for their performance. ▪ Charter School will monitor how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. Charter School leadership team will make daily classroom observations using the MSA-7 teacher observation protocol which includes walkthroughs, informal and formal observations and formal evaluation.

standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom visits.	▪ Charter School will evaluate its teachers for their performance. Charter School will identify those areas the teachers need improvement to become more effective and efficient at their jobs and communicate with teachers about performance, mutually establish goals and identify actions for progress, and evaluate results. Charter School may use evaluation results as basis and documentation for performance pay, transfer, promotion, reassignment, or disciplinary action. **Rationale/Evidence:** To increase teacher effectiveness to improve teaching and learning in the classroom based on teacher PD needs assessment and evaluations.
▪ Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. ▪ Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.	▪ Charter School will provide CCSS aligned ELA and math instruction and ELD instruction, support and intervention to ELs and immigrant students, and monitor student progress in ELA/Literacy, math, and ELD as measured by the MAP tests and other assessments. ▪ The EL program coordinator sponsored by the Title III consortium lead will monitor MSA-7 protocol for teacher observation and feedback regarding the implementation of the ELD program monthly. ▪ The EL program coordinator sponsored by the Title III consortium lead will evaluate the EL services at the school at least semesterly. **Rationale/Evidence:** To provide necessary support to meet the unique needs of our ELs and immigrant students in attaining language and academic proficiency. (Based on ELAC input, the CA School Dashboard EL student group data as well as internal assessments.)
▪ During the day, Charter School will provide additional supports and interventions to all students, including ELs. ▪ Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. ▪ Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.	▪ Charter School will select a research-based reading intervention and math program that targets the individual literacy needs of struggling students and English Learners and includes ongoing assessments of student growth. ▪ Teachers and the leadership team will monitor student progress in ELA and math as measured by in-class/benchmark assessments, MAP and IABs. **Rationale/Evidence:** To provide necessary support to meet the unique needs of struggling students in their core classes and to monitor their progress. (Based on SSC input, the CA School Dashboard ELA/Literacy and mathematics assessments as well as internal assessments such as MAP and IABs.)

▪ Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. ▪ Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.	▪ In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, clubs, health and physical education, arts, and civics. ▪ Charter School will strive to provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, and community service programs. **Rationale/Evidence:** To increase student access to a broader course of study that supports well-rounded education. (Based on students' needs and interests and student and parent survey results.)
▪ Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 4-5. ▪ Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.	▪ Charter School will design and implement engineering-related courses and activities, such Code.org activities and engineering design programs; ▪ Charter School will seek partnership opportunities with local universities and organizations (mentorship to our students, Los Angeles County Office of Education (LACOE) partnership for STEAM related programs, etc.) **Rationale/Evidence:** To increase student participation and achievement in innovative STEAM related courses and programs. (Based on research and our school's vision to graduate scientific thinkers who contribute to the global community as socially responsible and educated members of society.)
▪ Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.	▪ Teachers will use accessible technology tools and other resources on a regular basis to engage and enhance learning and to differentiate instruction to meet the needs of every student. Teachers will effectively use challenging resources that are mentally, visually, aurally, and kinesthetically stimulating. (Ex: internet, PowerPoint, interactive white boards, document camera, multimedia, educational software, interactive games and simulations, apps, class website, lab materials, manipulatives, assistive technology, etc.) ▪ Teachers and students will keep up to date with technology and blended learning practices. Teachers will model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law and student maintaining internet security. Teachers will provide resources and instructional materials that require cognitive engagement. Students will choose, adapt, or create materials to extend learning. **Rationale/Evidence:** To engage and enhance learning and to differentiate instruction to meet the needs of every student.

	(Based on research and teacher PD needs assessment and evaluations.)
▪ Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings. ▪ Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. ▪ Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level. ▪ Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement. ▪ Charter School will annually administer school experience surveys to students, parents, and staff.	▪ Charter School will pursue an integrated strategy to support the exchange of information, purposeful interaction, and meaningful participation between the school, families, and community partners to support student learning and achievement. This will include but not be limited to SSC, ELAC, and PTF meetings, parent activities/events, web portal, home-visits, and school experience surveys. ▪ Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL students and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, using SIS to check student progress, study habits, and family literacy. ▪ Charter School teachers will schedule and make home-visits. Teachers will document the visits, evaluate them and share necessary information with the appropriate staff (grade level team, counselor, administrator, etc.) ▪ Charter School will use an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and students' own strengths and weaknesses. This feedback instrument will provide teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. **Rationale/Evidence:** To increase our stakeholders' connectedness through parental participation in programs and parent input in making decisions for the Charter School so our stakeholders feel a sense of community. (Based on research; our school community's positive experience with our meetings, programs, and home visits; parent input and feedback as well as student, parent, and staff survey results.)
▪ Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs. ▪ Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. ▪ Charter School will offer summer school classes and provide support to ensure timely middle school graduation. ▪ Charter School will annually assess its suspension/expulsion	▪ Charter School will offer summer school classes and provide support to ensure timely middle school graduation and readiness for high school. ▪ Charter School will implement restorative practices and Positive Behavioral Interventions and Supports (PBIS). o Charter School will implement restorative practices, PBIS, and alternatives to suspension. o Charter School will implement a positive behavior reward system and use its SIS for monitoring it.

policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices. ▪ Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	▪ Charter School will offer Life Skills program to supplement instruction. ▪ Charter School will connect students and families with resources for social-emotional and behavioral support. **Rationale/Evidence:** To increase our students' sense of safety and school connectedness by providing academic, behavioral, and social-emotional support; to increase middle school graduation rate and student attendance; and to avoid chronic absenteeism, school dropout, student suspension and expulsion. (Based on research; our school community's positive experience with PBIS; student, parent, and staff input and feedback as well as survey results.)

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

MSA-7's vision is that our graduates are scientific thinkers who contribute to the global community as socially responsible and educated members of society. MSA-7 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. We have identified the following core values, which are reinforced through our curriculum, student learning outcomes (SLOs), and all school activities: Excellence, Innovation, and Connection. Our three LCAP goals stem from our core values:

- EXCELLENCE: All students will pursue academic excellence and be college/career ready.
- INNOVATION: All students will become independent, innovative scholars.
- CONNECTION: All students, families, staff, and other stakeholders will feel a sense of community and connectedness.

In order to promote learning and provide a more positive learning experience for our students, MSA-7 has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our accountability plans (LCAP, LCAP Addendum, SPSA, WASC, etc.)

Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings. Parents on our PTF and SSC also serve as our parent advisory committee for Local Control and Accountability Plan (LCAP). Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our parent advisory committee and ELAC provide valuable input for the LCAP and SPSA. In addition, the Charter School conducts surveys for parents, students, and staff, and the Charter School staff make home visits. These all serve as ways to inform, educate, and gather input & feedback from all critical stakeholders.

MSA-7 has an approved charter petition with measurable student outcomes and methods to assess student progress, a SPSA with planned improvement in student performance in reading and mathematics and in programs for English Learners, and a WASC action plan for continuous school improvement. Therefore, the LCAP and the LCAP Addendum are received by our community as a

comprehensive planning tool that draws from all other school plans and addresses the state priorities and locally identified priorities as well as the ESSA requirements.

MSA-7 aligns its federally-funded programs with the priority goals of the school and such funds provide the opportunity to innovate. The accountability plans planning process supports continuous cycles of action, reflection, and improvement. The academic, accountability, and finance departments at our Home Office and our back-office support provider work closely with us; they monitor and support our progress as well as review every federally-funded expense to ensure funds are expensed appropriately and that we are compliant. Our budgeting and accounting processes are designed so that state and local funds and federal grant funds are all budgeted and accounted for and aligned according to our school accountability plans.

MSA-7 teachers and administrators continually analyze schoolwide and disaggregated student achievement data (CA School Dashboard, CAASPP, NWEA MAP, ELPAC, IABs, grades, etc.) as well as SEL and survey data, teacher observation data, and input from all stakeholders to:

- Improve safe learning environments and promote student engagement;
- Identify targeted areas for curriculum, instruction, and other program improvements to support the academic achievement and social-emotional well-being for all students;
- Implement a multi-tiered system of support available to all students to provide increasing levels of support and academic intervention to meet the needs of students;
- Consistently modify interventions based on formative data to more effectively meet the learning needs of all students;
- Align policies, resources, and funding to our documented LEA goals and priorities, and oversee the impact of those funds;
- Select research-based practices;
- Monitor school progress, guide instructional practice, and make school governance decision;
- Adopt a multi-year, standards-based professional learning plan, based on data and a needs assessment and organized around a comprehensive set of program priorities;
- Monitor the effectiveness of the professional learning plan and to determine new opportunities;
- Provide intensive and targeted support of teachers through coaching and mentoring programs;
- Monitor the effectiveness of programs and practices and make necessary revisions in order to continuously increase student achievement;
- Determine next steps in order to clearly understand the challenges within the school community;
- Retain highly effective and qualified teachers that have the necessary skills to implement evidence-based practices;
- Make effective decisions that benefit students.

As described above, MSA-7 strives to attain a collaborative culture of data analysis, needs assessment, planning, aligning funding to our documented LEA goals and priorities, reflection, and improvement. All our stakeholder groups (parents, students, staff, SSC, ELAC, PTF, Home Office support team, Board of Directors, charter authorizer, ACS WASC, and our community partners) are critical, active, informed, and responsible participants in this process to ensure we make effective decisions that benefit students.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 *(as applicable)*

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

(A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;

(B) identifying students who may be at risk for academic failure;

(C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and

(D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 *(as applicable)*

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 *(as applicable)*

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

(A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and

(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 *(as applicable)*

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 *(as applicable)*

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. (N/A if your LEA is a charter school or COE)

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and it is a single-school LEA.

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

In order to promote learning and provide a more positive learning experience for our students, MSA-7 has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual LCAP and other plans such as the LCAP Addendum and School Plan for Student Achievement (SPSA).

Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings. Parents on our PTF and SSC also serve as our parent advisory committee for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, immigrant students, etc.) Feedback from our parent

advisory committee and ELAC provide valuable input for the new LCAP. In addition, MSA-7 conducts surveys for parents, students, and staff, and the school staff make home visits. These all serve as a way to inform, educate, and gather input & feedback from all critical stakeholders.

MSA-7 holds periodical meetings to gather input from our stakeholders. These include monthly PTF meetings, quarterly SSC meetings, quarterly ELAC meetings, monthly parent activities/events including Coffee with the Principal meetings, weekly staff meetings, and other stakeholder meetings. The school conducts a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. A majority of our stakeholders participate in this survey. MSA-7 staff also makes home visits annually and seeks feedback from the parents for school improvement.

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

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

Within 60 days of the beginning of school, the School sends [e.g., via mail, sent home with students, and/or placed in orientation packets and/or registration packets] a notice to all parents containing, but not limited to, the following information:

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

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

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

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

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

community members selected by parents, and pupils. Classroom teachers shall comprise the majority of persons represented under category (a). (Education Code Section 52852) Furthermore, Education Code Section 52852 states that parents or community members on the SSC may not be employed by the school district.

Additionally, the SSC will be involved in decisions regarding how funds reserved for parent involvement activities are allotted for those activities.

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

Building Capacity for Involvement:

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

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

- The LEA will encourage parents to serve on its board of directors;
- The LEA will seek input from the PTF and the SSC on ways to assist parents to understand the Standards and Requirements.
- The LEA will encourage parents to serve on its board committees.
- The LEA will regularly publish in its Newsletter, and/or on its website, descriptions and explanations of State academic content standards and State student academic achievement standards, State and local academic assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve the academic achievement of their children.
- Regular meetings will be held by the LEA at community libraries and/or parent volunteer homes to discuss how parents can work with educators to improve their child's academic achievement.
- The LEA will hold Back to School nights to introduce parents to the School's curriculum and its correlation to the State's academic content standards and academic achievement standards.
- Parents will be invited to attend regular classes to learn about State and local academic assessments and to take sample tests.

B. Helping Parents to Work with their Children

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

- Student-Teacher Status Portal: MSA-7 uses an online web portal to enable parents, students, and teachers to communicate more efficiently. Teachers have a webpage for every class in which they post course material, homework assignments, projects, course grade statistics and records of students' grades on quizzes, tests, class participation and homework assignments. Students and parents use confidential passwords to log on.

Families without home computers will be encouraged to come to the school and use one of the available computer stations. Classes are held at the school on how to use the portal as well as how to access it via free Internet access at public libraries if that is more convenient than coming to the school.

- The LEA will provide parents with access to literacy programs that bond families around reading and using the public library.
- The LEA will provide annual seminars on parenting skills and parent-child communication.
- The school's psychologist will work with parents to better understand their children and the issues facing them.
- The LEA will train parents how to tutor their children in the school.
- Individualized student and parent advisory sessions: Each of LEA teachers and mentors will be assigned to a small group of students. They will arrange two to four meetings at school during the school year to discuss their students' academic achievements.
- One-on-one meetings with the parents of academically low-achieving students to support the parent in providing the student the study environment he/she needs.

Education on Parent Involvement:

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

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

- Home Visits: Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, the LEA will use home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with low-achieving students.
- The LEA teachers will visit students at their homes to enhance student learning and involvement. Family visits offer invaluable insights about students. They can provide new understanding about students' learning styles. Visits might also reveal the emotional and social needs and behaviors of students. It is helpful to know if they react to problems with tears, anger, or withdrawal, and how they socialize with peers. Through family visits, teachers can identify students' latest interests or concerns, such as a new hobby, an upcoming trip, or a change in the family.
- A phone tree will be established where volunteers call all parents of participating students to solicit feedback and ideas for building ties between parents and the LEA, how to best communicate with parents and how to work with parents as equal partners.
- A survey will be sent home to parents of participating students that solicits information on what skills each parent has to offer the LEA and what types of parental involvement programs in which parents would most likely participate.

Other Optional Parent Participation:

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

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

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

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

School-Parent Compact:

At the beginning of each school year, the School will enter in to School-Parent Compacts with parents of participating children. The School-Parent Compact will outline how parents, the entire school staff and students will share the responsibility for improved student

academic achievement and the means by which the School and parents will build and develop a partnership to help children achieve the State's high standards.

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

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

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

- The LEA will hold regular meetings, and send notice of these meetings, for the purpose of formulating and responding to recommendations from parents of participating children.
- The LEA will provide language translators at parent meetings to the extent practicable.
- The LEA will schedule meetings to enable families to share information about culture, background, children's talents and particular needs for the schools.
- The LEA will provide parents of limited English proficiency with access to English as a Second Language (ESL) classes to increase their English language proficiency to assist their children with homework. The school's principal will visit the classes to interact with the parents.
- English Learner Advisory Committee: The English Learner Advisory Committee (ELAC) is mainly a committee of parents or other community members who want to advocate for English Learners. The committee provides parents of English Learners opportunities to learn more about the programs offered to their students and advises the principal and the School Site Council (SSC) on programs and services for English Learners.

State law mandates each school site with 21 or more students of Limited English Proficiency (LEP) in attendance, regardless of language, to form a functioning English Learner Advisory Committee (ELAC).

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

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

Notices:

In accordance with law, the LEA will provide the following notices to our parents:

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

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

As explained in Section "Parent and Family Engagement," MSA-7 parents and families are involved in the development of the LCAP Addendum, School Plan for Student Achievement (SPSA), and the LEA's Local Control and Accountability Plan (LCAP). On an annual basis, MSA-7 will submit California Department of Education ("CDE") –required plans to the Parent Council for review and suggested changes before appropriate plans are submitted to the authorizers and the CDE with the Consolidated Application. In addition, all parents of participating children will annually be invited to review the LEA's plans and submit comments.

All parents will be involved, to the extent applicable, in the process of school review and improvement. This includes disseminating the results of the local annual review of each school served under Title I, Part A to parents. In addition, the parents will be invited to annually review the effectiveness of the parental involvement policy and other Title I, Part A activities and provide comments to the LEA.

Programs:

MSA-7 will implement the Multi-Tiered System of Supports (MTSS) as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system to support students. The framework of MTSS utilizes high quality evidence-based instruction, intervention, and assessment practices to ensure that every student receives the appropriate level of support to be successful. A Multi-Tiered System of Supports align with the academic standards and behavioral expectations, in order to accelerate the performance of every student to meet and/or exceed proficiency.

To support students academically, social-emotionally and behaviorally, and create a climate of academic success, MSA-7 recognizes that we must address the needs of the entire child. Often, we focus on punitive and remedial practices, therefore, we may unknowingly reinforce unwanted and antisocial behaviors. MSA-7 implements a positive behavior support program. Program expectations require students to be Safe, Responsible and Respectful. The school tracks behaviors using a point system, to reward students for demonstrating positive behavior. Our school personnel (Dean of Academics/Department Chairs) lay a foundation to engage students and enhance learning. Our school community works together to establish agreed upon norms, build relationships, learn pro-social behaviors, improve academics and demonstrate a culture where adults encourage motivation and knowledge is co-constructed through multi-tiered systems of support.

MSA-7 has ability to quickly identify low-achieving students through frequent benchmark assessment and review of individual student data. Students who are achieving substantially below grade level are recognized through multiple measure assessments including in-class assessments, NWEA MAP assessments and other program data through XtraMath, Khan Academy, Accelerated Reader and Wonders.

MSA-7 utilizes data and progress monitoring to determine best practices to support student achievement. Teachers and student stakeholders are invited to meet with teachers to discuss possible intervention methods and learn how they can participate in helping with their child's education. Parent-teacher meetings at the school are followed by home visits as needed.

The intervention model that is written into the schedule for the MSA-7 program is flexible intervention that can be used with a variety of curriculum and varying schedules. MSA-7's principal approach is to intentionally build consistent math and ELA intervention time into the entire school schedule. A variety of implementations are used. Implementation strategies may include:

- Intervention block every day or 2-3 times per week (a student may have reading intervention on one day and math on the next)
- Intervention/Enrichment computer tutorials where the teacher can tutor selected students
- Specialist, instructional assistant, and volunteer support during intervention time
- Divide students up by need and send to different teaching team members for support during intervention blocks

During intervention teachers use educational materials that provide review, re-teach and enrichment programs. McGraw Hill's publisher resources, XtraMath, Curriculum Associates' Ready Common Core program, Kuta software, Khan Academy, Accelerated Reader and Accelerated Math program, Achieve3000, and Buckle Down allow teachers to monitor the progress of students who are achieving below grade level and provide software generated tests and personalized instructional materials based on CCSS and areas of growth. MSA-7 has Teacher Assistants on all levels to support overall achievement.

Tiered intervention implementation is outlined below. Student progress is closely monitored through a well-integrated system of instruction and intervention guided by student assessment data.

Intervention Cycle and Process

MSA-7 uses the following to inform, monitor, and implement response to intervention strategies:

- Historical student data
- Data related to SBAC results and Spring NWEA MAP data from previous year
- NWEA Diagnostic data
- Fall NWEA MAP
- Progress monitoring data
- Classroom Assessment Data
- SBAC Interim Data
- SBAC Interim Block Assessment
- SBAC Interim Comprehensive Assessment
- Spring MAP
- Winter MAP (optional)

Tier 1: High-quality instruction, progress monitoring, differentiated learning, group interventions, classroom accommodations

The RTI process begins at Tier 1 with high quality instruction and universal screening of all children within the general education setting. Through the use of formative assessments such as the MAP test, the school establishes a baseline to identify students who need additional support and struggling learners are provided classroom accommodations and differentiated instruction to meet their needs. Tier 1 academic supports include technology-rich instruction, progress monitoring, differentiated learning, group interventions and classroom accommodations. Using strategies and tools such as adaptive programs, NWEA MAP universal screening, Integrated and Designated ELD, Explicit Direct Instruction, and Culturally Responsive Teaching. Tier 1 behavioral and socio-emotional supports are centered around School-Wide PBIS, led by the Dean of Students. With clear expectations taught through a Life Skills course and etiquette program students earn rewards for desired behaviors. Assemblies, student surveys and our SSPT process encourage student participation and voice.

Within Tier 1, a student may receive the following supports:

- Adaptive programming in McGraw Hill's My Math and Wonders
- Khan Academy
- BrainPOP ESL
- Discovery Education
- Accelerated Reader
- National Geographic
- 1:1 devices

- Advisory/SSR

The length of time in Tier I interventions may vary, but generally does not exceed eight weeks. During that time, the school will continue to evaluate student progress based on interim data such as Smarter Balanced Interim Block Assessments, Comprehensive exams, and classroom assessments. At the end of this period, students showing significant progress are exited from interventions, while those needing more intensive supports are moved to Tier 2. A student success team is gathered to determine intensive support.

Tier 2: Targeted Interventions

Tier 2 focuses on targeted interventions to create a high-quality differentiated environment where students are supported to engage at their optimal levels. The school uses co-teaching strategies and provides mathematics and ELA intervention. Additionally, students with targeted needs receive tutoring, Saturday and Summer school instruction is available universally. When students are identified as needing additional support, restorative practices are utilized such as peer mediation, new-comer and behavior management support groups, community restoration assignments, goal setting and monitoring and Edge Coaching.

Students not making adequate progress with Tier I interventions are matched with more intensive academic and/or behavioral support based on their needs. These services are provided by general education teachers, math and literacy coaches, and special education teachers. In small groups and within the general classroom setting, students may access:

- Co-taught classes
- Push-in support
- Before and after school tutoring
- SSR

Pull out supports are utilized to support students who require additional academic support and the learning lab will be used.

Students receiving Tier 2 interventions may require a longer period of monitoring, however, it does not typically exceed a semester. Students who do not demonstrate progress are moved into Tier 3. While students who have shown significant progress are placed into Tier 1.

Tier 3: Intensive Interventions and Evaluation

Tier 3 assists those students in most academic need. Our schools have both push-in and pull-out services with specialists to ensure students' needs are met. Using of our Special Academic Instruction program, instructional aides, learning centers, and Saturday school we are able to help our most struggling learners close the achievement gap. Support for our exceptional learners include search and serve to meet their needs and an accelerated math pathway. Supports for behavior and socio-emotional are centered around restorative practices. Utilizing reflection committees, we determine the proper intervention for individual students. Using trauma-informed practices and socio-emotional wellness, these strategies and programs address the needs of all scholars including the most vulnerable, academically and emotionally unresponsive students.

In Tier 3 of the MSA-7's RTI program, students receive individualized, intensive interventions that target specific skill deficiencies that include:

- All Tier 2 interventions
- Push-in and Pull-out support: Education Specialists, Intervention Teachers, and Literacy Coaches provide push- in and pull- out support in core classes to learners receiving Tier 3 interventions. Support providers assist teachers in creating accommodations and differentiated learning experiences so that all students may access class materials. If it is deemed that students would benefit from further individualized support, they are pulled out for more intensive instruction.
- Study Skills classes: Study Skills courses are taught by Education Specialists as an elective course for students in need of additional support in note taking, organization, exam preparation, assignment completion, and time management.
- Instructional aides in the classroom: Instructional Aides support teachers with instruction by working individually with students, assisting in stations, clarifying instructions, and reteaching. IA's also provide behavioral support and reinforce the school's Positive Behavior Interventions and Support ("PBIS").

- Saturday School: Students assigned to Saturday School work with teachers on foundational skills related to their coursework.
- Learning Center: The Learning Center or Resource Classroom is designated as a space for both Special Education and General Education students to receive academic support from Education Specialists and Instructional Coaches. Students can complete assignments, test in small settings, use computers, and work with their peers on group assignments.

If the Student Success Team believes further intervention is necessary, then the student may be referred to special education or 504 services.

While Tier 3 students may access a variety of academic supports before and after school including tutoring, Saturday school, and teacher coaching, the majority of interventions are given throughout the school day to ensure that students receive the full benefits of their individualized instruction. Services in the learning center, push-in and pull-out assistance, instructional aides, and study skills classes are all provided to students during the school day.

Equitable Access to the Curriculum:

MSA-7 utilizes an instructional program that emphasizes equitable access to the curriculum for all learners, including students with disabilities. These include:

Co-Teaching/Push-in/Pull-out Support- MSA-7 supports its exceptional populations by utilizing multiple methods of providing special education services. MSA-7 fosters an inclusive model of education. As such, Professional Development in the area of co-teaching allows teachers to grow their ability to educate and service students of varying abilities. In order to effectively implement a co-teaching model, special education and general education teachers are given time to co-plan and develop lessons so that students are provided appropriate supports and accommodations. Students who require additional assistance, receive services in a push-in or pull-out model where they receive more individualized attention.

Additionally, the digital formatting of our McGraw Hill curriculum allows teachers to collaborate on unit and lesson plans to ensure that all students' accommodations and needs are being addressed. This system is setup such that all students attend every class. The Special Education teacher and various paraprofessionals provide instructional support within the general education setting. This allows for all student groups to be supported while participating in the least restrictive environment throughout the day.

Embedded Supports- In addition to the on-site staff coordinated by the Special Education and/or RTI Coordinator, MSA-7 contracts with an outside service provider to support children's learning needs, such as intervention specialists, speech and language therapists, and occupational therapists who work with teachers to provide the least restrictive and most accessible learning environment. Special education aides work directly in the classroom, providing customized support to students throughout the day, and are valuable members of the team.

Differentiated Instruction- Teachers at MSA-7 deliver a curriculum that is tailored to each student's interests and needs. This support includes accommodations, use of technology, and data-informed decisions, such as utilizing Lexile reading scores and bringing technology into the classroom.

Socio-economically disadvantaged/low income students:

The instructional design of MSA-7 addresses the needs of low-income and socio-economically disadvantaged students, who make up the overwhelming majority of our enrollment. Socio-economically disadvantaged students are identified through their participation in the Free and Reduced Lunch program. Counseling, intervention/remediation, individual tutoring and free eligibility to after school social, academic and athletic programs are some of the many programs that support our socio-economically disadvantaged students. Home visits, motivational guest speaker programs, parent meetings, university and college visits, and instructional field trips are planned to shape the educational vision of the student and the family. Socio-economically disadvantaged students have role models around them who will inspire motivation to focus on lessons and self-confidence with the discovery of their potential.

The Charter School administration ensures that these programs are available to all students, including socio-economically disadvantaged students, and works with the teachers and parents to encourage for student participation in these programs. The

administration monitors the performance and progress of socio-economically disadvantaged students through the use of MSA-7's data cycle.

Annual Evaluation:

MSA-7 implements a schoolwide program where the comprehensive needs assessment is done and evaluated annually with our stakeholders based on many achievement and growth metrics, including CAASPP proficiency rates in ELA/Literacy and math, CA School Dashboard status and growth data, NWEA MAP growth data, student grades, and other assessments described in this section.

MSA-7, with the involvement of parents and our SSC, conducts an annual evaluation of the content and effectiveness of our schoolwide programs as well as our family involvement policy in improving the academic quality of the school under Title I, Part A, including identifying barriers to greater participation by parents in activities under ESSA. MSA-7 pays particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. MSA-7 will use the findings of such evaluation to design strategies for more effective parental involvement and to revise, if necessary, our family involvement policy. Please see section "Parent and Family Engagement" for more details.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

LEA is an independent, direct-funded charter school and it is a single-school LEA. MSA-7 Homeless Liaison shall ensure that:

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

Homeless children and youth will be identified through:

1. The application process for enrollment (self-identification)
2. School personnel recommendations
3. Coordinated activities with other entities and agencies

MSA-7 will comply with all federal, state, county, and other data collections and reporting requirements regarding homeless children and youth.

In order to provide equal access to our school, the MSA-7 annual student recruitment plan shall include efforts to reach homeless families, children, and youth via free public events, community centers, and local homeless service providers. Homeless students may also be identified at the time of enrollment (through self-reports).

Homeless youth will not be discriminated against in the application process. Homeless children and youth will be allowed to apply for enrollment in accordance with current MSA-7 enrollment policies even if the parent/guardian is unable to provide the school with the records normally required for enrollment such as previous academic records, birth certificate, medical records, proof of residency, or other documentation. The MSA-7 designee shall immediately contact the school last attended by the student to obtain the relevant records. If the student needs to obtain immunizations or does not possess immunization or other medical records, the designee shall refer the parent/guardian to the homeless liaison. The liaison shall assist the parent/guardian in obtaining the necessary immunizations or records for the student.

In the case of an unaccompanied youth, the homeless liaison shall assist in the enrollment process. Unaccompanied youth shall be immediately enrolled if space is available even if unable to provide the school with the records normally required for enrollment (as above), and despite lack of parent or legal guardian's supervision or permissions, or "power of attorney" by supervising adult.

Any confidential record ordinarily kept by the school, including immunization or medical records, academic records, birth certificates, guardianship records, and evaluations for special services or programs, of each homeless child or youth will be maintained so that the records are available, in a timely fashion, when a child or youth enters a new school or school district.

Homeless students automatically qualify for free breakfast and lunch at MSA-7. Families do not have to fill out an application or provide proof of income. Homeless students will be added to the free meals program as soon as they have been identified.

Per the McKinney-Vento Act, LEAs must provide services to homeless children/youth that are comparable to those received by other students in the school selected, including transportation. In addition, schools must provide transportation for homeless students to and from their school of origin, if feasible.

MSA-7, where feasible, applicable, at the request of the parent/guardian and/or in the best interest of the homeless children and youth shall provide transportation to students experiencing homelessness to ensure the students are able to stay at MSA-7 for the duration of their homelessness. MSA-7 may work with the youth's district of residence or other agencies to provide transportation services.

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

(A) through coordination with institutions of higher education, employers, and other local partners; and

(B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LEA is an independent, direct-funded charter school and it is a single-school LEA serving students in grades TK-5.

Transition Kindergarten:

MSA-7 offers a transitional kindergarten (TK) program for any student whose fifth birthday falls between September 1st and December 1st, with curriculum aligned to the California Preschool Learning Foundations (Foundations) developed by the California Department of Education, (Senate Bill (SB) 858 (Chapter 32, Statutes of 2014)). Students in TK are integrated in Kindergarten classrooms. The TK program thus uses the same curriculum as the kindergarten program, but pacing and instructional delivery will be monitored through data-driven differentiation based on student needs, including slower pacing than the Kindergarten students and incorporation of Foundations curriculum goals. Teachers are trained to employ strong practices in early childhood development like language development, fine and gross motor development, and a foundational background in mathematics, science and social studies.

Middle School Readiness:

MSA-7 provides a college preparatory educational program emphasizing science, technology, engineering, arts and math in a safe environment that cultivates respect for self and others. Through accelerated programs, students who demonstrate high achievement, interest and/or ability are provided the opportunity for a rigorous learning environment. We work with our students to ensure their transition to middle school is a successful one and that it complements the rigorous course schedule offered at MSA-7.

MSA-7 upholds the belief that college is attainable through academic success and persistence. The MSA-7 program provides students with the emotional and instrumental support students need to become ready for middle school, high school, and college and career. To enrich college-going activities, our Dean of Academics and students regularly visit college campuses. By nurturing students' college aspirations, supporting college/career preparation activities and advising students on how to make successful transitions from elementary to middle school to high school and eventually to their colleges of choice.

Visiting a research laboratory (e.g., the Jet Propulsion Laboratory), a university campus (e.g., UCLA and CSUN), and meeting with scientists during these instructional field trips or through guest speakers on campus motivates our students. Especially when some of these guest speakers or people they meet during instructional field trips share a similar culture or background with students, students find new role models. While most instructional field trips are directly related to specific, academic curricula, they also may address the need for intra- and inter- personal growth in children, and thus may be designed to promote social and emotional development and to provide for the development of the "whole" child.

Life Skills Program:

The focus on Life Skills program is an important element of the MSA-7 model that enhances our scholars' learning experience. Our life skills lessons are supplemental and designed to empower students with problem solving skills, and citizenship traits, as well as important social skills. These lessons are built using the Cloud 9 Character Education Curriculum and led by student interns from The Chicago School of Psychology. These skills support self-motivation, improvement, and growth, with the goal that students will ultimately use these tools to evolve and contribute to their global community.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

(A) assist schools in identifying and serving gifted and talented students; and

(B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LEA is an independent, direct-funded charter school and it is a single-school LEA serving students in grades TK-5.

MSA-7 may use Title I, Part A funds to support our GATE Program and School Library/Reading & Digital Literacy Skills Program as described below.

GATE Program:

MSA-7 is committed to supporting gifted and highly capable students in a safe, caring environment which promotes a college preparatory, STEAM education. Instructional programs for Gifted and Talented students are based on the core principles that all students have the potential to excel and should have the opportunity to develop their individual abilities, interests and potential. The purpose of the MSA-7 GATE program is not to simply identify the highest achieving students, but rather, identify students with exceptional abilities, those that go well beyond their peer group.

MSA-7's advanced academic programming serves students in grades 3-5 and offers highly challenging learning opportunities that adhere to our Core Values of Excellence, Innovation, and Connection. Educational experiences and are designed to meet the needs of advanced learners with an emphasis on innovation, critical thinking, and logical reasoning. MSA-7 serves GATE students through a number of delivery models and settings so that students obtain an optimal level of learning. These include, but are not limited to, Honors/Scholars classes, cluster groupings, acceleration (math, etc.), enrichment activities, independent studies, and group projects.

MSA-7's GATE identification procedures are equitable, comprehensive, and on-going. Assessments and recommendations for the program reflect best practices and are research-based. MSA-7 understands that examinations alone may not reflect the abilities of all students, as well as GATE students of diverse populations. Therefore, MSA-7 includes teacher and/or administrator recommendations as well as work samples in its identification process. In order to identify a student as gifted, evidence must be gathered relating to his/her ability to perform beyond chronological peers. Data should be broad enough to discover aptitudes across racial, ethnic, and economic groups.

School Library/Reading & Digital Literacy Skills Program:

All MSA-7 students participate in Sustained Silent Reading (SSR) for about half an hour day, every day. MSA-7 utilizes Accelerated Reader, a personalized literacy program that helps teachers manage and monitor a student's independent reading practice. Accelerated Reader is used as a reading intervention, as it generates book recommendations within each learner's target Lexile ranges. Accommodations such as audio narration to model reading fluency, highlighting text, and the use of embedded dictionaries, allow learners to develop academic vocabulary and reading fluency. Teachers have access to data related to Lexile levels which informs their teaching and supports differentiation. Once completed, the student is administered an online assessment which informs the teachers of the student's progress. If a student continues to struggle while reading at his or her level, additional interventions are implemented. All teachers use assessment results to inform Response to Intervention (RTI) strategies.

Besides online resources, MSA-7 also strives to provide a rich collection of texts through school and classroom libraries to support literacy instruction and academic achievement. Our teachers promote greater amounts of reading, increased reading frequency, and more diverse reading experiences among their students, thus helping them to attain greater levels of reading achievement.

Title I, Part A Use of Funds:

MSA-7 aligns its federally-funded programs with the priority goals of the school and such funds provide the opportunity to innovate. The planning process supports continuous cycles of action, reflection, and improvement. Through our information/input sessions including Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings, we have identified the following strategies and actions that we plan to use Title I, Part A funds to supplement our education program:

- Supporting teachers with their PD needs in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment; monitoring and evaluating teachers for their performance;
- Providing CCSS aligned ELA and math support and intervention to all students, including ELs and immigrant students, and monitoring student progress in ELA/Literacy and math as measured by the interim assessments (MAP, IAB, etc.);
- Promoting a college-going culture through college visits and other college related activities;
- Providing students with a well-rounded education including programs such as health and physical education, arts and civics, GATE programs, school library/reading and digital skills programs, etc.;
- Supporting instruction with technology;
- Pursuing an integrated strategy to support the exchange of information, purposeful interaction, and meaningful participation between the school, families, and community partners to support student learning and achievement. This will include but not be limited to SSC, ELAC, and PTF meetings, parent activities/events, web portal, home-visits, and school experience surveys;
- Implementing policies that encourage and support student attendance, positive student behavior and improvements.

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Comparable Education Program
ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend**.**

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Successful Transitions
ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Educational Needs
ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Social, Health, and Other Services
ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

MSA-7 conducts credential review as part of teacher hiring process and support our teachers' credentialing needs. We also annually review master schedule/teacher assignments to ensure compliance. We ensure that all teachers are supported with their credentialing needs and that they participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. MSA-7 also monitors and evaluates teachers for their performance.

MSA-7 monitors how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. The school leadership team makes daily classroom observations using the Magnolia Public Schools (MPS) teacher observation protocol which includes walkthroughs, informal and formal observations and formal evaluation.

MSA-7 evaluates teachers for their performance. We identify those areas the teachers need improvement to become more effective and efficient at their jobs and communicate with teachers about performance, mutually establish goals and identify actions for progress, and evaluate results. Evaluation results may be used as basis and documentation for performance pay, transfer, promotion, reassignment, or disciplinary action.

Professional development occurs both at the organizational level and school level. In addition to ongoing professional development activities that support efforts to increase student academic performance, MSA-7 provides all staff with multiple opportunities to grow professionally. MSA-7 assesses staff professional development needs through formal and informal performance observation and surveys. Based on these data and combined with the school improvement plan actions in our LCAP and SPSA, MSA-7 determines common staff development days, and tailors staff development to individual staff needs.

PROFESSIONAL LEARNING COMMUNITIES ("PLCS")

MSA-7 is organized into Professional Learning Communities by grade level and by department. PLCs seek to transform a school into a community that fosters mutual cooperation, emotional support, personal growth, and a synergy of effort. Combined with the school improvement plan actions in our LCAP and SPSA, the answers to the following questions are studied in PLCs:

- How do we ensure that students learn?
- How do we foster a culture of collaboration?
- How do we ensure results?

We use PLCs to:

- Clarify intended outcomes
- Develop common assessments
- Jointly analyze student achievement data
- Establish team improvement goals
- Share best practices and materials
- Engage in collective inquiry and action research regarding student learning
- Support system and sense of efficacy
- Promote more engaged, motivated, and successful students with reduced absenteeism
- Focus on students' needs academically and behaviorally

As an implementation of the PLC at MSA-7, all staff will read educational literature and make informed recommendations for school and system-wide improvement. The staff will produce an annual reading list recommended by the PLCs. The following literature will be on MSA-7's staff reading list: Alan Blankstein, Failure Is Not an Option: 6 Principles That Advance Student Achievement in Highly Effective Schools; Dr. Robert Marzano's Classroom Management That Works: Research-Based Strategies for Every Teacher; Carol Ann Tomlinson's How to Differentiate Instruction in Mixed-Ability Classrooms, and Doug Lemov's Teach Like A Champion.

SCHOOL-WIDE MEETINGS AND PROFESSIONAL DEVELOPMENT ACTIVITIES

Department Level Staff Meetings

All teachers meet departmentally every month to:

- Share Time: Presentation by a member on an effective classroom strategy
- Vertically align curriculum
- Analyze student achievement data (NWEA MAP, CAASPP, ELPAC, grades)
- Improve instructional strategies per data indicators
- Differentiate instruction
- Plan major departmental events
- Discuss other departmental issues and policies

Department Chairs are responsible for minutes and forwarding action items to the appropriate administrative leaders.

Grade Level Staff Meetings

Grade level teachers meet once a month and collaborate on the issues below:

- Classroom strategies
- Sharing promising practices
- Curricular and academic issues (grading uniformity, homework load, differentiation, and other academic issues)
- Support for students with academic challenges (IEP, 504, RTI, SSR, Accelerated Reader, Accelerated Math, Tutoring)
- Discussion of student academic supports (peer tutoring, mentorships)
- Long-term projects (science fair projects, English & history & math projects)
- Integration/thematic units/horizontal alignment of the curriculum
- Field trips
- Discussions and strategies for students with behavioral problems
- School/grade level wide incentive programs
- Other common grade level and school wide issues

Grade Chairs are responsible for minutes and forwarding action items to the appropriate administrative leaders.

Wrap Up Meetings

MSA-7 staff participates in end-of-the-year meetings to focus on evaluation of student achievement data, effectiveness of the programs such as testing, curriculum, and intervention programs, counseling, after school, and other school matters. These meetings help staff prepare a professional learning plan for themselves and review what worked well during the school year. These plans and feedback are addressed in the summer in–service program.

Summer In-Service Programs

MSA-7 holds orientations and trainings for both new and veteran teachers to familiarize them with policies and procedures regarding the Charter Schools' operations, and the academic and education program goals for the year. A teacher workshop/summer in service program is held in August for about two weeks. The program consists of at least four days of intensive training, after which teachers continue their studies at their school sites and communicate with each other via grade level and subject area email groups.

Peer Observations

MSA-7 believes that every effective teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally. Therefore, each teacher is required to make monthly class visits to other teachers' classrooms to observe effective strategies and reflect on his/her observations by using peer observation beneficiary forms. These forms are used to create a professional development plan for individual growth.

Formal Observations/Evaluations

All teachers are observed in the classroom by department chairs and the administrative team (Dean of Academics, Principal and Chief Academic Officer). A rubric guides observation and allows for the development of constructive feedback. MSA-7's formal teacher evaluation program is comprehensive and includes an evaluation of academic performance of their students. All teachers are evaluated annually. A pre-conference and post conference are scheduled for each of the evaluation.

Walkthroughs

MSA-7 administration/Department Chairs make regular walkthroughs in each teacher's classroom. This quick and informal visit provides teachers immediate and constructive feedback in specific areas to improve instruction and student learning.

Beginning Teacher Support and Assessment Program ("BTSA")

MSA-7 provides new teachers with BTSA, a two-year program that provides beginning teachers with collegial support, guidance, professional development, motivation to continue in the profession, and training. It links college level teacher preparation with classroom application.

Ongoing Professional Development Program for Special Education

MSA-7 conducts ongoing in-services for special education. During the August in-service training a specialist trains our entire staff about services and programs related to students with learning disabilities. MSA-7's special education teachers train the staff on the IEP documentation and how to implement accommodations and modifications in a general education classroom. Our special education teachers attend workshops and trainings provided by the District/County and SELPA and attend a resource conference to hear from additional experts in the field of special education. In addition to the August sessions, MSA-7 conducts quarterly training sessions about special education. Special education teachers and paraprofessionals who are authorized to handle crisis situations and physically restrain students will complete specialized training in behavioral interventions, such as Crisis Prevention Institute ("CPI"), prior to placement in the classroom.

SUPPORT FOR SCHOOL ADMINISTRATORS

Magnolia Public Schools (MPS) Home Office holds monthly day-long meetings for school administrators (principals and deans) where principals and deans are trained by the Home Office support staff on leadership, academics, accountability, school operations, finance, HR and other matters. These meetings create medium for best practice sharing, collective brainstorming, problem-solving as well as data analysis and specialized training. Based on a needs-assessment of the administrators, the deans meet with their principals and principals meet with the Home Office c-level team to set 2-3 professional development goals for the year in August, followed by a mid-year progress check in January and an end-of-year progress meeting in May. Individual needs and professional development goals drive the professional map at MPS. The CEO, COO, CAO, CFO, and the Chief Accountability Officer provide weekly online check-in sessions, monthly in-person trainings at the Home Office, and biweekly mentoring sessions on-site.

TUITION REIMBURSEMENT

MPS provides all employees with professional development opportunities to increase the effectiveness of their performance in their present positions, and to obtain skills, knowledge, and abilities which may improve their opportunities for advancement within the Organization. There are four types of programs covered under the Tuition Reimbursement policy which include sample recommended job-related certifications and programs. Category 1 includes teaching related certification/career development programs; Category 2 includes administrative related certification/career development programs; Category 3 includes job-related master's degree program; and Category 4 includes job-related doctoral degree programs. Sample Category 1 programs include:

- CCTC approved teacher credentialing programs (at a college or university, through college/university internship, district internship, etc.)
- CCTC approved subject-matter preparation programs
- BTSA induction programs
- English Learner Authorization/CLAD certification
- National Board certification
- Undergraduate/graduate level academic courses not leading to a degree program
- Other programs if approved by the MPS Home Office

Sample Category 2 programs include:

- Administrative services credential
- College counseling certification
- Behavior intervention specialist certification
- CBO certification
- SHRM certification
- Project management certification
- IT certification
- Undergraduate/graduate level academic courses not leading to a degree program
- Other programs if approved by the MPS Home Office

As described above, MPS and MSA-7 will continue to provide systems of professional growth and improvement and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and it is a single-school LEA.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

MSA-7 firmly believes that teacher quality is the most important variable in increasing student achievement. The evaluation process helps the teacher and the school administrators build on the strengths of the teacher and identify those areas the teacher needs improvement to become more effective and efficient at his/her job. Performance evaluation allows the school administrators and the

teacher to communicate openly about performance, mutually establish goals and identify actions for progress, and evaluate results which may provide a basis and documentation for transfer, promotion, reassignment, or disciplinary action.

The Evaluation Process

MSA-7 will use multiple measures in order to make a reliable teacher evaluation. These measures include (1) Teacher Performance on the MPS Framework for Teaching, (2) Teacher Professional Qualities, Dispositions, and Responsibilities, (3) Student, Parent, and Staff Voices, and (4) Student Performance. Using multiple measures will provide for better insight and reliability than using only one measure.

Standards in the MPS Framework for Teaching involve teaching processes and teaching outcomes and are the basis for classroom observation evaluations. The annual evaluation process involves frequent informal classroom observations and feedback for the teacher, a formal observation cycle, collection of evidence to foster collaboration with the teacher, and goal setting and monitoring. This process is supplemented by assessment of teacher's professional qualities, dispositions, and responsibilities, student and parent feedback through surveys, and student performance data. Numerous academic studies confirm the long-held belief that teacher quality is one of the greatest determinants of student achievement. By incorporating student performance into teacher evaluation, MSA-7 wants to keep ongoing student performance discussions with the teacher. MSA-7 will use the following weights for each measure to determine an end-of-year overall rating.

- Teacher Performance on the MPS Framework for Teaching: 55%
- Teacher Professional Qualities, Dispositions, and Responsibilities: 10%
- Student, Parent, and Staff Voices: 15%
- Student Performance: 20%

Evaluators will use the weights (percents) established above for each measure of teacher evaluation and the final score earned by the teacher on each measure to calculate an end-of-year overall performance score of the teacher. Depending on the overall performance score, the teacher will receive an end-of-year overall evaluation rating of 1 (Ineffective), 2 (Developing), 3 (Effective) or 4 (Highly Effective).

Teacher Performance on the MPS Framework for Teaching

MPS Framework for Teaching is based on research in educational psychology and cognitive science, as well as best practices in the field. The standards involve teaching processes and teaching outcomes and are the basis for classroom observations and evaluations. The framework provides a foundation for professional conversations among practitioners as they seek to enhance their teaching skills. It may also be used organization-wide as the foundation of mentoring, coaching, professional development, and teacher evaluation processes, thus linking all those activities together and helping teachers become more thoughtful practitioners. Developing a common understanding of the framework is critical; therefore, MSA-7 trains all teachers, school administrators, and staff on the MPS Framework for Teaching.

The annual evaluation process at MSA-7 involves frequent informal classroom observations and feedback for the teacher, a formal observation cycle, collection of evidence to foster collaboration with the teacher, and goal setting and monitoring. MPS will use on online tool to record and share classroom observation notes, feedback, evidence, forms, evaluation results, and all other related documentation. The tool can be used by both the teacher and the observer or evaluator in respect to their roles. Teachers are encouraged to conduct peer observations. Informal observations can be conducted by the school administrators as well as instructional coaches, department chairs, MPS Home Office support team, and other professionals. Informal observations are mainly conducted for the purpose of providing focused, constructive, and critical feedback to the teacher aimed at improving teaching, or sometimes, just for learning from the observations. While formal observations also provide feedback and guide coaching of the teacher like the informal ones, they form the basis for evaluation of job performance evaluation and are conducted by the school administrators.

The teacher being evaluated will take the lead in conducting the evaluation process through the use of self-assessment, reflection and by gathering evidence for teaching practice. The evaluator will conduct classroom observations to collect evidence on specific standards. Collaborative use of evidence and reflection will provide a basis for self-assessment, goal-setting, professional development, and

demonstration on specific standards and expectations. The evaluator and the school administrator will meet mid-year to discuss progress toward annual goals, and if necessary, any adjustment to action plans. The evaluator and the administrator will meet toward year-end to discuss progress or completion of goals and possible new goals for the next school year.

After completion of the evaluation process, each teacher will receive a rating of 1 (Below Standard), 2 (Approaches Standard), 3 (Meets Standard) or 4 (Exceeds Standard) for each standard on the MPS Framework for Teaching. Besides rating (1) Teacher Performance on the MPS Framework for Teaching, the evaluators will also score (2) Teacher Professional Qualities, Dispositions, and Responsibilities, (3) Student, Parent, and Staff Voices, and (4) Student Performance. The final score and the weight for each measure will be used to calculate an end-of-year overall performance score of the teacher. Depending on the overall performance score, the teacher will receive an end-of-year overall evaluation rating of 1 (Ineffective), 2 (Developing), 3 (Effective) or 4 (Highly Effective).

Classroom Observations

Classroom observations are at the heart of a teacher evaluation system. These observations have potential to identify strengths and address specific areas for growth in teachers' practice. The following are important to consider in order for observations to become a fair and reliable tool:

- Focus of the observation
- How evidence is collected
- How evidence is interpreted against performance ratings
- How observations and feedback are shared

MSA-7 uses two types of observations that work in collaboration:

Informal Observations/Walkthroughs:

- Are conducted minimum six (6) times a year per teacher (Recommended: every other week)
- Are 10-15 minutes in length
- Are unannounced
- Focus on specific standard or element (While not opposing the idea that observation can focus on any identified area for growth at any time of the year, MPS recommends an organization-wide schedule as outlined below.)
    - August-September: Domain 1: Learning Environment (Standards 1 & 2)
    - October: Domain 2: Planning & Preparation (Standards 3 & 4)
    - November-January: Domain 3: Instruction & Assessment (Standards 5, 6, & 7)
    - January-March: Domain 3: Instruction & Assessment (Standards 8 & 9)
    - April-June: Standards 8 & 9, and other identified areas for growth unique to each teacher
- Result in bite-sized feedback to the teacher (Recommended: Feedback on both strengths and areas for improvement; leverage questions, if applicable; notes about what worked best and what could have been done differently and why; and some targets for improvement, if applicable.)
- Connect to the teacher's goals, if applicable
- Guide the coaching work of the school administrator
- Can also be done by peers (Recommended: at least two peer-observations per year by each teacher)
- Are recorded on the "MPS Classroom Observation Form"

Formal Observations:

- Are conducted once a year per teacher (Can be conducted more for teachers who are new at MPS or have ratings of 1 or 2 on any standard)
- Take full class period
- Scheduled

- Have three parts called the “Formal Observation Cycle”: Pre-Observation Conference, Formal Observation, Post-Observation Conference.
- Are recorded on the “MPS Classroom Observation Form” and rated on the “Post-Observation Reflection Form.”

Evidence Collection:

Formal Observations need to capture evidence of everything that is happening in the classroom, both verbal and non-verbal: What was the teacher doing and saying? What were students doing and saying? What were the tasks? What interactions took place between and among the students and the teacher? There are typically four types of evidence the evaluators can collect during an observation:

- Verbatim scripting of teacher or student comments
- Non-evaluative statements of observed teacher or student behavior
- Numeric information about time, student participation, resource use, etc.
- An observed aspect of the learning environment

High quality evidence is important in fostering collaboration with the teacher. The evaluators need to be cautious in collecting evidence rather than recording their opinions. The following are some differences between opinion and evidence, respectively. Subjective vs. objective; ambiguous vs. unambiguous; may include value judgment vs. free of value judgment; draws conclusions, makes inferences or guesses vs. makes observations; summarizes teacher practice vs. gives proof of teacher practice.

Student, Parent, and Staff Voices

Research into teaching effectiveness indicates that student, parent, and staff voices play a powerful role in helping schools and districts learn how to improve teaching. Surveys have been the primary means of collecting student, parent, and staff voices about effective teaching. MSA-7 uses an online platform to provide students, parents, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and students’ own strengths and weaknesses. MSA-7 believes that student, parents, and staff have an essential role to play in informing school climate and teaching effectiveness: this feedback instrument provides teachers and other employees with valuable data about how students see their classes, how much parents are involved, and how to facilitate improvement.

Student Assessments at MSA-7

As explained in Standard 7 of the MPS Framework for Teaching, “Teachers are expected to use formative and summative assessment strategies to monitor student progress and to adjust instruction in order to maximize student achievement.” The measures that are used to assess student progress include all state-mandated standardized tests such as the Smarter Balanced Summative Assessments. MSA-7 also uses the Smarter Balanced Interim Assessments which are designed to support teaching and learning throughout the year; and the Digital Library, designed to support classroom-based formative assessment processes. MSA-7 administers both the Interim Comprehensive Assessments (ICAs) and Interim Assessment Blocks (IABs) to assess student learning and inform instruction during the year. The Smarter Balanced Interim Assessments are specifically designed to provide the following:

- Meaningful information for gauging student progress throughout the year toward mastery of the skills measured by the Summative Assessments
- Assessments of the CCSS, which can be used at strategic points during the school year.

MSA-7 teachers also have access to publisher or third-party-provided assessments, such as McGraw Hill, Illuminate, Accelerated Reader, and MAP. MSA-7 utilizes computer adapted MAP testing to measure student progress three times a year. Teachers also, with the help of published materials, create standards-aligned formative assignments and tests that are evaluated using rubrics.

Assessments at MSA-7 are not tests only. As detailed in Standard 7, MPS teachers are expected to use a variety of formative and summative assessments that are valid and reliable measures of student achievement. (Ex: performance assessments, portfolios, etc.) Assessments are expected to be aligned with learning objectives. (Ex: Unit assessments are aligned with unit standards and learning objectives.) At MSA-7, teachers provide students with choices of ways to demonstrate learning and students participate in the development of their learning outcomes. Teachers use summative assessment results to plan next units and redeliver instruction.

MSA-7 teachers are expected to closely monitor all students' progress toward meeting student learning outcomes. Teachers use technology, as appropriate, to conduct data analysis and communicate assessment results and student growth to all stakeholders (families, colleagues, administration, etc.) Teachers review summative assessment results with students, and students are involved in self-assessment, goal-setting, and monitoring progress.

Using Student Performance as a Measure of Employee Evaluation

MSA-7 continually strives to develop and refine its Student Performance metric for the purpose of measuring student achievement and growth at our school sites, as well as to inform teacher effectiveness. State and local accountability indicators along with interim and summative assessments provide valuable data on student performance and progress. MSA-7 also recognizes that a variety of assessments can and should be used to measure student progress, such as performance assessments and portfolios. As such, MSA-7 considers using a thoughtful combination of interim and summative assessments and state and local indicators, as well as student work. MSA-7 needs to make sure that Student Performance data used is of high quality as agreed by all stakeholders. While evidence of Student Performance will be collected and analyzed during the evaluation process, developing and refining a definite Student Performance metric in each subject area is an ongoing process that involves the collaboration of all our stakeholders. For practical calculation purposes and the fact that the CA School Dashboard provides performance levels for all students and for student groups on the state indicators, MSA-7 will use the state indicators as its Student Performance metric unless a different metric is identified and agreed upon. MSA-7 will base 20 percent of end-of-year overall evaluation on Student Performance.

Ongoing Consultation to Support Continuous Improvement

As explained above in detail, MSA-7 uses a variety of data and ways to assess the effectiveness of professional development activities and teacher effectiveness, including but not limited to, informal observations/walkthroughs, formal observations, student, parent, and staff voices, student achievement data, and teacher self-assessment. The coaching/mentoring process that involves goal-setting, progress monitoring, periodic observations, feedback, reflection, peer observations and mentoring is geared toward creating an individualized professional growth plan and support system for each of our teachers and administrators. As also explained Section "Professional Growth and Improvement," MSA-7 will continue to provide all employees with professional development opportunities to increase the effectiveness of their performance in their present positions, and to obtain skills, knowledge, and abilities which may improve their opportunities for advancement within the Organization through PD, induction, certification and other programs that are funded by various sources, including Title-II.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Professional development for teachers of English Learners will be extensive and ongoing at MSA-7. Professional development specific to ELs will endeavor to improve ELD instruction, facilitate the ability of teachers and school leaders to successfully implement the EL program, and help improve English language proficiency and subject matter knowledge of ELs.

(Note: Magnolia Public Schools (MPS) receives Title III, Part A funds as a consortium of 10 Magnolia Science Academies, of which Magnolia Science Academy-1 is the lead member school. The MPS EL Coordinator of the Consortium serves all 10 school sites.)

Effective professional development will include:

- An ELD workshop for teachers at the Summer In-Service.
- An overview of the EL Master Plan, including program placement, progress monitoring, and reclassification, presented to all staff.
- Sessions dedicated to English Language Development (ELD) training for teachers at the annual Fall and Spring Teacher Symposiums.
- ELD training and shared best practices at least once per month at the school-site level staff meetings.
- All core teachers will attend at least one third-party ELD training (this may be done off or on site; for example, attend a workshop offered by the county office, or hire a consultant to present to the staff on site).
- The MPS EL Coordinator will regularly attend high-quality professional development workshops and conferences, including a monthly Bilingual Directors' Meeting at the Los Angeles County Office of Education, and share resources and information with teachers and school leaders at MSA-7.
- When possible, MSA-7 EL Coordinator will attend professional development sessions and meetings with the MPS EL Coordinator.
- The MPS EL Coordinator will host two (one per semester) trainings/meetings for the site-level EL Coordinators. These meetings will review ELD strategies, best practices, an assessment of EL data at each school site, and evaluate the effectiveness of the EL program.
- Regular updates regarding ELs and ELD will be provided to all MPS principals and deans during monthly meetings at the Home Office.
- The MPS EL Coordinator and MPS Math Coach will provide a workshop to math teachers that will support EL access across the curriculum.
- The MPS EL Coordinator and MPS Student Services director will provide resources to help teachers and school leaders support dually identified students.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Immigrant Identification Policy and Procedures:

MSA-7 will identify immigrant children and youth by asking the following questions in our Home Language Survey during enrollment:

- Student's Birth Place (including the City, State, and Country)
- Date Student First Attended School in the U.S.
- Date Student First Attended School in California

In addition to the Home Language Survey, MSA-7 will use information collected through birth certificates and any available CALPADS and school records to check if the following criteria are met in order to identify immigrant children and youth:

- is aged three through twenty-one;
- was not born in any state (each of the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico); and
- has not been attending any one or more schools in the United States for more than three full school years (20 USC § 7011[5].)

Although many immigrant students are English language learners, this is not always the case. Students who meet the definition of "immigrant" above will be reported in CALPADS and school records regardless of their primary language or language proficiency level.

Services and Activities for Immigrant Children and Youth:

The following are some of the supplemental services and activities MSA-7 will provide our immigrant students with, depending on the immigrant students' needs and the population size:

- Family literacy, parent and family outreach, and training activities designed to assist parents and families to become active participants in the education of their children, including home visits to the families and trainings on the student information system and introduction to the educational system and civics education;
- Language acquisition programs; primary language assessments and support, as needed (e.g., Ballard & Tighe); academic vocabulary development (e.g., Kate Kinsella workbooks);
- Additional tutoring for newcomers in core subjects and electives;
- Counseling and mentoring services;
- Translation services for parents and students.

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

CORE Program - SEI Program

EL Program Overview: All English Learners at MPS schools receive both integrated and designated English Language Development, that is supported by high quality curriculum, monitoring, professional development, coaching, and assessments. Depending on the student's language proficiency level and grade level (determined by the ELPAC), an EL student may receive designated ELD in a full hour class (will not interfere with college requirements), 25-minute class, or during their ELA class. MPS schools use the McGraw Hill ELA curriculum (Wonders for elementary and StudySync for secondary) which have integrated and designated strategies and lessons built in. Integrated ELD is provided in all classes, and teachers are trained to utilize strategies such as SDAIE and the CHATS Framework. (Supplemental - the training for the modeling and implementation comes from Title-III, Part A funds.)

The CHATS framework is made up of components that are broken up into five areas around the acronym: C – Content Reading Strategies; H – Higher Order Thinking Skills; A – Assessment; T – Total Participation Techniques; and S – Scaffolding Strategies. This framework is designed to work in mixed, multilingual classrooms and the corresponding book (available to all MPS teachers) provides resources and examples of how teachers can use each component in their planning. Additionally, all MPS schools have also adopted a literacy program designed to encourage students to read and help students build their comprehension and vocabulary skills. Currently, our schools are using either the Accelerated Reader Program or the myON Reading Program.

As part of the English Learner program, MPS collects students' language proficiency scores, state assessment scores, and MAP scores, along with teacher feedback in order to monitor student progress towards successful reclassification. ELD teachers, coordinators, and school leaders (deans of academics) meet at least once per month to review English Learner student data and address any areas of need. All data is collected and monitored through Illuminate, our data management system. The MPS EL Coordinator follows up with each site regarding regular EL student monitoring and provides intervention and organizational support as needed. In addition to the monthly meetings designed to address English Learner progress, weekly professional development meetings are held at each school site. During these meetings, student achievement across all grade levels and sub-groups are assessed and discussed. Our principals, deans, and teachers closely monitor all students during development meetings in order to provide additional academic support and assess academic progress and programs in all subject areas.

Although the EL Coordinator's primary duty will be to provide the supplemental services outlined below to ELs, the EL Coordinator will also work with the Chief Academic Officer, on-site EL Coordinators, and Office Managers to support schools with accountability. Some examples of how the consortium will hold member schools accountable are:

- Create Title III folders for each school site with a calendar of notifications, procedures for notifying parents of ELs, certifications for notices mailed and data reported, attendance sheets for PD and parent meetings/workshops, etc. The MPS EL Coordinator will work with school leadership and on-site ELD Coordinators to ensure that folders are maintained and updated.
- The executive office manager will ensure and certify the timely submission of all CALPADS data pertaining to ELs.
- School leadership will certify the timely submission of all Title III notifications mailed to parents of ELs.
- The consortium EL Coordinator will work with site-level coordinators to conduct walk-throughs of classrooms to ensure program fidelity.
- The consortium EL Coordinator will support site-level coordinators and teachers with progress monitoring of ELs and provide a framework for progress monitoring.

Authorized activities chosen by the LEA relating to supplementary services as part of the language instruction program for English Learner students: In order to most efficiently utilize Title III funds within the consortium, an English Learner (EL) Program Coordinator has been hired to provide direct, supplemental services to English learners and teachers of English language learners at all consortium-member schools (10 in total). The EL Coordinator will support implementation of the LEA's EL Master Plan and program, as well as ensure that all appropriate ELL services are being delivered at each member school. Specifically, the EL Coordinator will provide the following services to member schools:

- Maintain, evaluate, and improve the EL Master Plan and EL Program based on the observations, data, and feedback from each member school.
- Provide coaching, and professional development to all teachers of English learners (for example, provide integrated and designated ELD support, teacher training, coaching on SIOP, CHATS, and SDAIE strategies, and model push-in support).
- Conduct lesson demonstrations and classroom observations/walk-throughs in order to help improve instruction delivered to ELs.
- Help teachers monitor the progress of ELs and reclassified students and create appropriate interventions and action plans as needed.
- Assist site-level coordinators and staff with the development of action plans and appropriate supports for Long Term English Learners and Newcomers.
- Lead and train ELD Coordinators at each school site, including facilitate team meetings as well as coordinate the EL program strategic planning process.

- Oversee the adoption and implementation of the ELD curriculum.
- Attend ELL-related professional development and share resources and best practices with teachers and school leaders.

The MPS EL Coordinator will provide services in a percentage of time proportional to funding. A Personnel Activity Calendar/Report will be maintained by the MPS EL Coordinator.

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

(A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and

(B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Please see Program Overview above in section "Title III Programs and Activities" for a detailed discussion of integrated and designated ELD, curriculum, and progress monitoring.

EL students are carefully monitored by both site-level EL Coordinators and the MPS EL Coordinator. Academic data will be regularly assessed to determine if intervention is needed, and appropriate action plans will be created that involve students, coordinators, teachers, deans, and parents. Reclassified EL students will also be monitored for a period of four years (where applicable) following their reclassification.

The Consortium EL Coordinator will work directly with teachers of ELs, on-site EL Coordinators, and school leaders to ensure that the consortium's curriculum, revised EL Master Plan, and Title III Plan are implemented consistently and with fidelity. This will include relevant professional development, teacher training, lesson demonstrations, classroom observations, and teacher coaching that will help improve instruction for English Learners and improve achievement objectives. The Consortium EL Coordinator will also work with school leaders to address areas of need and growth as measured by accountability measures.

The MPS EL Coordinator will visit schools on a rotational basis, and with site-level coordinators, use the MPS ELD observation template to conduct regular assessments of integrated and designated ELD across the core curriculum. This template will allow coordinators to provide appropriate coaching and feedback to teachers, as well as strategies for improving ELD instruction and engaging English Learners.

The ELD program will be regularly assessed for effectiveness and will include feedback from all stakeholders. Program feedback will be collected during leadership meetings and EL Coordinator meetings.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

(A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;

(B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;

(C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;

(D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and

(E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LEA is an independent, direct-funded charter school and it is a single-school LEA receiving an allocation below $30.000.

MSA-7 has identified the following strategies and actions that we plan to use Title IV, Part A funds to supplement our education program:

- MSA-7 will provide students with a well-rounded education including programs such as health and physical education, arts and civics, etc.
  - In an effort to provide well-rounded education to our students, MSA-7 will strive to offer additional programs such as elective courses, clubs, health and physical education, arts, and civics;
  - MSA-7 will strive to provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, and community service programs;
  - MSA-7 will seek partnership opportunities with local universities and organizations to provide part of the programs mentioned above (health education, arts, civics, field trips, community service programs, etc.)
- MSA-7 will provide students with STEAM focused programs such as science fairs, advanced math courses/clubs, and engineering activities:
  - MSA-7 will design its master schedule to include Accelerated and Advanced math classes/clubs;
  - MSA-7 teachers will mentor students with STEAM focused projects, experiments, models or demos in their classes;
  - MSA-7 will design and implement engineering-related courses and activities, such as Code.org activities and Engineering Design programs;
  - MSA-7 will seek partnership opportunities with local universities and organizations to provide part of the programs mentioned above (mentorship to our students, PLTW, Los Angeles County Office of Education (LACOE) partnership for STEAM related programs, etc.)
- MSA-7 will ensure that technology supports instruction.

- MSA-7 will assure that students have physical access, support, and time to use classroom, school, and community resources, including instructional materials and technology;
- Teachers will use accessible technology tools and other resources on a regular basis to engage and enhance learning and to differentiate instruction to meet the needs of every student. Teachers will effectively use challenging resources that are mentally, visually, aurally, and kinesthetically stimulating. (Ex: internet, PowerPoint, interactive white boards, document camera, multimedia, educational software, interactive games and simulations, apps, class website, lab materials, manipulatives, assistive technology, etc.)
- Teachers and students will keep up to date with technology and blended learning practices. Teachers will model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law and student maintaining internet security. Teachers will provide resources and instructional materials that require cognitive engagement. Students will choose, adapt, or create materials to extend learning.

- Charter School will implement policies that encourage and support student attendance, positive student behavior and improvements. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.

- MSA-7 will offer summer school classes and provide support to ensure timely elementary school graduation and readiness for middle school;
- MSA-7 will implement restorative practices and Positive Behavioral Interventions and Supports (PBIS);
    - MSA-7 will implement restorative practices, PBIS, and alternatives to suspension.
    - MSA-7 will implement a positive behavior reward system and use its SIS for monitoring it.
- MSA-7 will offer Life Skills program to supplement instruction;
- MSA-7 will connect students and families with resources for social-emotional and behavioral support;
- MSA-7 will seek partnership opportunities with local universities and organizations to provide part of the programs mentioned above (Los Angeles Unified School District (LAUSD) partnership for PBIS, behavior counseling and coaching support, etc.)

MSA-7 aligns its federally-funded programs with the priority goals of the school and such funds provide the opportunity to innovate. The planning process supports continuous cycles of action, reflection, and improvement. We have identified the above-mentioned strategies and actions that we plan to use Title IV, Part A funds to supplement our education program through our information/input sessions including PTF meetings, SSC meetings, ELAC meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings. We will continually monitor implementation of the selected strategies and actions and reflect on their effectiveness; we will continue to inform our stakeholders and involve them in the cycles of planning, action, reflection, and improvement.

Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum Template

LEA name:

Magnolia Science Academy-Bell

CDS code:

19-64733-0122747

Link to the LCAP:

(optional)

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A

Student Support and Academic Enrichment Grants

*(**NOTE:** This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

Title I, Part A; Title II, Part A; Title III, Part A; Title IV, Part A

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

The MSA-Bell LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. It provides us with an opportunity to share MSA-Bell's story of how, what, and why programs and services are selected to meet our local needs.

The Charter School LCAP committee, which includes the School Site Council (SSC) and other stakeholders, reviews input from all stakeholders and available data through surveys and student performance data. Based on stakeholder input and data (CA School Dashboard data, interim student assessment data, survey results, etc.), we reflect on our existing LCAP actions/services and measurable outcomes, continue or modify them for improvement, and we also plan for new actions and services as the needs arise.

The following are highlights from our LCAP and the strategies and actions that we plan to use federal funds to supplement our education program within the context of the LCAP actions and services.

LCAP Planned Actions/Services:	Strategy/Activity to Be Supported by Federal Funds within the Context of the LCAP Actions/Services:
▪ Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance. ▪ Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials. ▪ Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of	▪ Charter School will ensure that all teachers are supported with their credentialing needs and that they participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. Charter School will also monitor and evaluate teachers for their performance. ▪ Charter School will monitor how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. Charter School leadership team will make daily classroom observations using the MSA-Bell teacher observation protocol which includes walkthroughs, informal and formal observations and formal evaluation.

standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom visits.	▪ Charter School will evaluate its teachers for their performance. Charter School will identify those areas the teachers need improvement to become more effective and efficient at their jobs and communicate with teachers about performance, mutually establish goals and identify actions for progress, and evaluate results. Charter School may use evaluation results as basis and documentation for performance pay, transfer, promotion, reassignment, or disciplinary action. **Rationale/Evidence:** To increase teacher effectiveness to improve teaching and learning in the classroom based on teacher PD needs assessment and evaluations.
▪ Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. ▪ Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.	▪ Charter School will provide CCSS aligned ELA and math instruction and ELD instruction, support and intervention to ELs and immigrant students, and monitor student progress in ELA/Literacy, math, and ELD as measured by the MAP tests and other assessments. ▪ The EL program coordinator sponsored by the Title III consortium lead will monitor MSA-Bell protocol for teacher observation and feedback regarding the implementation of the ELD program monthly. ▪ The EL program coordinator sponsored by the Title III consortium lead will evaluate the EL services at the school at least semesterly. **Rationale/Evidence:** To provide necessary support to meet the unique needs of our ELs and immigrant students in attaining language and academic proficiency. (Based on ELAC input, the CA School Dashboard EL student group data as well as internal assessments.)
▪ During the day, Charter School will provide additional supports and interventions to all students, including ELs. ▪ Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. ▪ Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.	▪ Charter School will select a research-based reading intervention and math program that targets the individual literacy needs of struggling students and English Learners and includes ongoing assessments of student growth. ▪ Teachers and the leadership team will monitor student progress in ELA and math as measured by in-class/benchmark assessments, MAP and IABs. **Rationale/Evidence:** To provide necessary support to meet the unique needs of struggling students in their core classes and to monitor their progress. (Based on SSC input, the CA School Dashboard ELA/Literacy and mathematics assessments as well as internal assessments such as MAP and IABs.)

▪ Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. ▪ Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.	▪ In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, clubs, health and physical education, arts, and civics. ▪ Charter School will strive to provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, and community service programs. **Rationale/Evidence:** To increase student access to a broader course of study that supports well-rounded education. (Based on students' needs and interests and student and parent survey results.)
▪ Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8. ▪ Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.	▪ Charter School will design and implement engineering-related courses and activities, such Code.org activities and Project Lead the Way (PLTW) programs; ▪ Charter School will seek partnership opportunities with local universities and organizations (mentorship to our students, PLTW, Los Angeles County Office of Education (LACOE) partnership for STEAM related programs, etc.) **Rationale/Evidence:** To increase student participation and achievement in innovative STEAM related courses and programs. (Based on research and our school's vision to graduate scientific thinkers who contribute to the global community as socially responsible and educated members of society.)
▪ Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.	▪ Teachers will use accessible technology tools and other resources on a regular basis to engage and enhance learning and to differentiate instruction to meet the needs of every student. Teachers will effectively use challenging resources that are mentally, visually, aurally, and kinesthetically stimulating. (Ex: internet, PowerPoint, interactive white boards, document camera, multimedia, educational software, interactive games and simulations, apps, class website, lab materials, manipulatives, assistive technology, etc.) ▪ Teachers and students will keep up to date with technology and blended learning practices. Teachers will model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law and student maintaining internet security. Teachers will provide resources and instructional materials that require cognitive engagement. Students will choose, adapt, or create materials to extend learning. **Rationale/Evidence:** To engage and enhance learning and to differentiate instruction to meet the needs of every student.

	(Based on research and teacher PD needs assessment and evaluations.)
▪ Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings. ▪ Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. ▪ Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level. ▪ Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement. ▪ Charter School will annually administer school experience surveys to students, parents, and staff.	▪ Charter School will pursue an integrated strategy to support the exchange of information, purposeful interaction, and meaningful participation between the school, families, and community partners to support student learning and achievement. This will include but not be limited to SSC, ELAC, and PTF meetings, parent activities/events, web portal, home-visits, and school experience surveys. ▪ Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL students and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, using SIS to check student progress, study habits, and family literacy. ▪ Charter School teachers will schedule and make home-visits. Teachers will document the visits, evaluate them and share necessary information with the appropriate staff (grade level team, counselor, administrator, etc.) ▪ Charter School will use an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and students' own strengths and weaknesses. This feedback instrument will provide teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. **Rationale/Evidence:** To increase our stakeholders' connectedness through parental participation in programs and parent input in making decisions for the Charter School so our stakeholders feel a sense of community. (Based on research; our school community's positive experience with our meetings, programs, and home visits; parent input and feedback as well as student, parent, and staff survey results.)
▪ Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs. ▪ Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. ▪ Charter School will offer summer school classes and provide support to ensure timely middle school graduation. ▪ Charter School will annually assess its suspension/expulsion	▪ Charter School will offer summer school classes and provide support to ensure timely middle school graduation and readiness for high school. ▪ Charter School will implement restorative practices and Positive Behavioral Interventions and Supports (PBIS). o Charter School will implement restorative practices, PBIS, and alternatives to suspension. o Charter School will implement a positive behavior reward system and use its SIS for monitoring it.

policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices. ▪ Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	▪ Charter School will offer Life Skills program to supplement instruction. ▪ Charter School will connect students and families with resources for social-emotional and behavioral support. **Rationale/Evidence:** To increase our students' sense of safety and school connectedness by providing academic, behavioral, and social-emotional support; to increase middle school graduation rate and student attendance; and to avoid chronic absenteeism, school dropout, student suspension and expulsion. (Based on research; our school community's positive experience with PBIS; student, parent, and staff input and feedback as well as survey results.)

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

MSA-Bell's vision is that our graduates are scientific thinkers who contribute to the global community as socially responsible and educated members of society. MSA-Bell 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. We have identified the following core values, which are reinforced through our curriculum, student learning outcomes (SLOs), and all school activities: Excellence, Innovation, and Connection. Our three LCAP goals stem from our core values:

- EXCELLENCE: All students will pursue academic excellence and be college/career ready.
- INNOVATION: All students will become independent, innovative scholars.
- CONNECTION: All students, families, staff, and other stakeholders will feel a sense of community and connectedness.

In order to promote learning and provide a more positive learning experience for our students, MSA-Bell has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our accountability plans (LCAP, LCAP Addendum, SPSA, WASC, etc.)

Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings. Parents on our PTF and SSC also serve as our parent advisory committee for Local Control and Accountability Plan (LCAP). Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our parent advisory committee and ELAC provide valuable input for the LCAP and SPSA. In addition, the Charter School conducts surveys for parents, students, and staff, and the Charter School staff make home visits. These all serve as ways to inform, educate, and gather input & feedback from all critical stakeholders.

MSA-Bell has an approved charter petition with measurable student outcomes and methods to assess student progress, a SPSA with planned improvement in student performance in reading and mathematics and in programs for English Learners, and a WASC action plan for continuous school improvement. Therefore, the LCAP and the LCAP Addendum are received by our community as a

comprehensive planning tool that draws from all other school plans and addresses the state priorities and locally identified priorities as well as the ESSA requirements.

MSA-Bell aligns its federally-funded programs with the priority goals of the school and such funds provide the opportunity to innovate. The accountability plans planning process supports continuous cycles of action, reflection, and improvement. The academic, accountability, and finance departments at our Home Office and our back-office support provider work closely with us; they monitor and support our progress as well as review every federally-funded expense to ensure funds are expensed appropriately and that we are compliant. Our budgeting and accounting processes are designed so that state and local funds and federal grant funds are all budgeted and accounted for and aligned according to our school accountability plans.

MSA-Bell teachers and administrators continually analyze schoolwide and disaggregated student achievement data (CA School Dashboard, CAASPP, NWEA MAP, ELPAC, IABs, grades, etc.) as well as SEL and survey data, teacher observation data, and input from all stakeholders to:

- Improve safe learning environments and promote student engagement;
- Identify targeted areas for curriculum, instruction, and other program improvements to support the academic achievement and social-emotional well-being for all students;
- Implement a multi-tiered system of support available to all students to provide increasing levels of support and academic intervention to meet the needs of students;
- Consistently modify interventions based on formative data to more effectively meet the learning needs of all students;
- Align policies, resources, and funding to our documented LEA goals and priorities, and oversee the impact of those funds;
- Select research-based practices;
- Monitor school progress, guide instructional practice, and make school governance decision;
- Adopt a multi-year, standards-based professional learning plan, based on data and a needs assessment and organized around a comprehensive set of program priorities;
- Monitor the effectiveness of the professional learning plan and to determine new opportunities;
- Provide intensive and targeted support of teachers through coaching and mentoring programs;
- Monitor the effectiveness of programs and practices and make necessary revisions in order to continuously increase student achievement;
- Determine next steps in order to clearly understand the challenges within the school community;
- Retain highly effective and qualified teachers that have the necessary skills to implement evidence-based practices;
- Make effective decisions that benefit students.

As described above, MSA-Bell strives to attain a collaborative culture of data analysis, needs assessment, planning, aligning funding to our documented LEA goals and priorities, reflection, and improvement. All our stakeholder groups (parents, students, staff, SSC, ELAC, PTF, Home Office support team, Board of Directors, charter authorizer, ACS WASC, and our community partners) are critical, active, informed, and responsible participants in this process to ensure we make effective decisions that benefit students.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 *(as applicable)*

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

(A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;

(B) identifying students who may be at risk for academic failure;

(C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and

(D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 *(as applicable)*

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 *(as applicable)*

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

(A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and

(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 *(as applicable)*

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 *(as applicable)*

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. (N/A if your LEA is a charter school or COE)

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and it is a single-school LEA.

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

In order to promote learning and provide a more positive learning experience for our students, MSA-Bell has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual LCAP and other plans such as the LCAP Addendum and School Plan for Student Achievement (SPSA).

Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings. Parents on our PTF and SSC also serve as our parent advisory committee for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, immigrant students, etc.) Feedback from our parent

advisory committee and ELAC provide valuable input for the new LCAP. In addition, MSA-Bell conducts surveys for parents, students, and staff, and the school staff make home visits. These all serve as a way to inform, educate, and gather input & feedback from all critical stakeholders.

MSA-Bell holds periodical meetings to gather input from our stakeholders. These include monthly PTF meetings, quarterly SSC meetings, quarterly ELAC meetings, monthly parent activities/events including Coffee with the Principal meetings, weekly staff meetings, and other stakeholder meetings. The school conducts a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. A majority of our stakeholders participate in this survey. MSA-Bell staff also makes home visits annually and seeks feedback from the parents for school improvement.

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

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

Within 60 days of the beginning of school, the School sends [e.g., via mail, sent home with students, and/or placed in orientation packets and/or registration packets] a notice to all parents containing, but not limited to, the following information:

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

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

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

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

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

to ensure parity between the principal, classroom teachers and other school personnel; (b) equal numbers of parents or other community members selected by parents, and pupils. Classroom teachers shall comprise the majority of persons represented under category (a). (Education Code Section 52852) Furthermore, Education Code Section 52852 states that parents or community members on the SSC may not be employed by the school district.

Additionally, the SSC will be involved in decisions regarding how funds reserved for parent involvement activities are allotted for those activities.

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

Building Capacity for Involvement:

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

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

- The LEA will encourage parents to serve on its board of directors;
- The LEA will seek input from the PTF and the SSC on ways to assist parents to understand the Standards and Requirements.
- The LEA will encourage parents to serve on its board committees.
- The LEA will regularly publish in its Newsletter, and/or on its website, descriptions and explanations of State academic content standards and State student academic achievement standards, State and local academic assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve the academic achievement of their children.
- Regular meetings will be held by the LEA at community libraries and/or parent volunteer homes to discuss how parents can work with educators to improve their child's academic achievement.
- The LEA will hold Back to School nights to introduce parents to the School's curriculum and its correlation to the State's academic content standards and academic achievement standards.
- Parents will be invited to attend regular classes to learn about State and local academic assessments and to take sample tests.

B. Helping Parents to Work with their Children

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

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

Families without home computers will be encouraged to come to the school and use one of the available computer stations. Classes are held at the school on how to use the portal as well as how to access it via free Internet access at public libraries if that is more convenient than coming to the school.

- The LEA will provide parents with access to literacy programs that bond families around reading and using the public library.
- The LEA will provide annual seminars on parenting skills and parent-child communication.
- The school's psychologist will work with parents to better understand their children and the issues facing them.
- The LEA will train parents how to tutor their children in the school.
- Individualized student and parent advisory sessions: Each of LEA teachers and mentors will be assigned to a small group of students. They will arrange two to four meetings at school during the school year to discuss their students' academic achievements.
- One-on-one meetings with the parents of academically low-achieving students to support the parent in providing the student the study environment he/she needs.

Education on Parent Involvement:

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

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

- Home Visits: Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, the LEA will use home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with low-achieving students.
- The LEA teachers will visit students at their homes to enhance student learning and involvement. Family visits offer invaluable insights about students. They can provide new understanding about students' learning styles. Visits might also reveal the emotional and social needs and behaviors of students. It is helpful to know if they react to problems with tears, anger, or withdrawal, and how they socialize with peers. Through family visits, teachers can identify students' latest interests or concerns, such as a new hobby, an upcoming trip, or a change in the family.
- A phone tree will be established where volunteers call all parents of participating students to solicit feedback and ideas for building ties between parents and the LEA, how to best communicate with parents and how to work with parents as equal partners.
- A survey will be sent home to parents of participating students that solicits information on what skills each parent has to offer the LEA and what types of parental involvement programs in which parents would most likely participate.

Other Optional Parent Participation:

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

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

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

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

School-Parent Compact:

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

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

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

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

- The LEA will hold regular meetings, and send notice of these meetings, for the purpose of formulating and responding to recommendations from parents of participating children.
- The LEA will provide language translators at parent meetings to the extent practicable.
- The LEA will schedule meetings to enable families to share information about culture, background, children's talents and particular needs for the schools.
- The LEA will provide parents of limited English proficiency with access to English as a Second Language (ESL) classes to increase their English language proficiency to assist their children with homework. The school's principal will visit the classes to interact with the parents.
- English Learner Advisory Committee: The English Learner Advisory Committee (ELAC) is mainly a committee of parents or other community members who want to advocate for English Learners. The committee provides parents of English Learners opportunities to learn more about the programs offered to their students and advises the principal and the School Site Council (SSC) on programs and services for English Learners.

State law mandates each school site with 21 or more students of Limited English Proficiency (LEP) in attendance, regardless of language, to form a functioning English Learner Advisory Committee (ELAC).

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

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

Notices:

In accordance with law, the LEA will provide the following notices to our parents:

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

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

As explained in Section "Parent and Family Engagement," MSA-Bell parents and families are involved in the development of the LCAP Addendum, School Plan for Student Achievement (SPSA), and the LEA's Local Control and Accountability Plan (LCAP). On an annual basis, MSA-Bell will submit California Department of Education ("CDE") –required plans to the Parent Council for review and suggested changes before appropriate plans are submitted to the authorizers and the CDE with the Consolidated Application. In addition, all parents of participating children will annually be invited to review the LEA's plans and submit comments.

All parents will be involved, to the extent applicable, in the process of school review and improvement. This includes disseminating the results of the local annual review of each school served under Title I, Part A to parents. In addition, the parents will be invited to annually review the effectiveness of the parental involvement policy and other Title I, Part A activities and provide comments to the LEA.

Programs:

MSA-Bell will implement the Multi-Tiered System of Supports (MTSS) as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system to support students. The framework of MTSS utilizes high quality evidence-based instruction, intervention, and assessment practices to ensure that every student receives the appropriate level of support to be successful. A Multi-Tiered System of Supports align with the academic standards and behavioral expectations, in order to accelerate the performance of every student to meet and/or exceed proficiency.

To support students academically, social-emotionally and behaviorally, and create a climate of academic success, MSA-Bell recognizes that we must address the needs of the entire child. Often, we focus on punitive and remedial practices, therefore, we may unknowingly reinforce unwanted and antisocial behaviors. MSA-Bell implements a positive behavior support program. Program expectations require students to be Safe, Responsible and Respectful. The school tracks behaviors using a point system, to reward students for demonstrating positive behavior. Our school personnel (Dean of Academics/Department Chairs) lay a foundation to engage students and enhance learning. Our school community works together to establish agreed upon norms, build relationships, learn pro-social behaviors, improve academics and demonstrate a culture where adults encourage motivation and knowledge is co-constructed through multi-tiered systems of support.

MSA-Bell has ability to quickly identify low-achieving students through frequent benchmark assessment and review of individual student data. Students who are achieving substantially below grade level are recognized through multiple measure assessments including in-class assessments, NWEA MAP assessments and other program data through ALEKS, Khan Academy, myON and StudySync.

MSA-Bell utilizes data and progress monitoring to determine best practices to support student achievement. Teachers and student stakeholders are invited to meet with teachers to discuss possible intervention methods and learn how they can participate in helping with their child's education. Parent-teacher meetings at the school are followed by home visits as needed.

The intervention model that is written into the schedule for the MSA-Bell program is flexible intervention that can be used with a variety of curriculum and varying schedules. MSA-Bell's principal approach is to intentionally build consistent math and ELA intervention time into the entire school schedule. A variety of implementations are used. Implementation strategies may include:

- Intervention block every day or 2-3 times per week (a student may have reading intervention on one day and math on the next)
- Intervention/Enrichment computer tutorials where the teacher can tutor selected students
- Specialist, instructional assistant, and volunteer support during intervention time
- Divide students up by need and send to different teaching team members for support during intervention blocks

During intervention teachers use educational materials that provide review, re-teach and enrichment programs. McGraw Hill's publisher resources, ALEKS, Curriculum Associates' Ready Common Core program, Kuta software, Khan Academy, Accelerated Reader and Accelerated Math program, Achieve3000, and Buckle Down allow teachers to monitor the progress of students who are achieving below grade level and provide software generated tests and personalized instructional materials based on CCSS and areas of growth. MSA-Bell has Teacher Assistants on all levels to support overall achievement.

Tiered intervention implementation is outlined below. Student progress is closely monitored through a well-integrated system of instruction and intervention guided by student assessment data.

Intervention Cycle and Process

MSA-Bell uses the following to inform, monitor, and implement response to intervention strategies:

- Historical student data
- Data related to SBAC results and Spring NWEA MAP data from previous year
- NWEA Diagnostic data
- Fall NWEA MAP
- Progress monitoring data
- Classroom Assessment Data
- SBAC Interim Data
- SBAC Interim Block Assessment
- SBAC Interim Comprehensive Assessment
- Spring MAP
- Winter MAP (optional)

Tier 1: High-quality instruction, progress monitoring, differentiated learning, group interventions, classroom accommodations

The RTI process begins at Tier 1 with high quality instruction and universal screening of all children within the general education setting. Through the use of formative assessments such as the MAP test, the school establishes a baseline to identify students who need additional support and struggling learners are provided classroom accommodations and differentiated instruction to meet their needs. Tier 1 academic supports include technology-rich instruction, progress monitoring, differentiated learning, group interventions and classroom accommodations. Using strategies and tools such as adaptive programs, NWEA MAP universal screening, Integrated and Designated ELD, Explicit Direct Instruction, and Culturally Responsive Teaching. Tier 1 behavioral and socio-emotional supports are centered around School-Wide PBIS, led by the Dean of Students. With clear expectations taught through a Life Skills course and etiquette program students earn rewards for desired behaviors. Assemblies, student surveys and our SSPT process encourage student participation and voice.

Within Tier 1, a student may receive the following supports:

- Adaptive programming in McGraw Hill's ALEKS and StudySync
- Khan Academy
- BrainPOP ESL

- Discovery Education
- myON
- National Geographic
- 1:1 devices
- Advisory/SSR

The length of time in Tier I interventions may vary, but generally does not exceed eight weeks. During that time, the school will continue to evaluate student progress based on interim data such as Smarter Balanced Interim Block Assessments, Comprehensive exams, and classroom assessments. At the end of this period, students showing significant progress are exited from interventions, while those needing more intensive supports are moved to Tier 2. A student success team is gathered to determine intensive support.

Tier 2: Targeted Interventions

Tier 2 focuses on targeted interventions to create a high-quality differentiated environment where students are supported to engage at their optimal levels. The school uses co-teaching strategies, and "Power" classes for mathematics and ELA intervention. Additionally, students with targeted needs receive tutoring, Saturday and Summer school instruction is available universally. When students are identified as needing additional support, restorative practices are utilized such as peer mediation, new-comer and behavior management support groups, community restoration assignments, goal setting and monitoring and Edge Coaching.

Students not making adequate progress with Tier I interventions are matched with more intensive academic and/or behavioral support based on their needs. These services are provided by general education teachers, math and literacy coaches, and special education teachers. In small groups and within the general classroom setting, students may access:

- Power Classes (Math and English)
- Co-taught classes
- Push-in support
- Before and after school tutoring
- SSR/Advisory

Pull out supports are utilized to support students who require additional academic support and the learning lab will be used.

Students receiving Tier 2 interventions may require a longer period of monitoring, however, it does not typically exceed a semester. Students who do not demonstrate progress are moved into Tier 3. While students who have shown significant progress are placed into Tier 1.

Tier 3: Intensive Interventions and Evaluation

Tier 3 assists those students in most academic need. Our schools have both push-in and pull-out services with specialists to ensure students' needs are met. Using of our Special Academic Instruction program, instructional aides, learning centers, and Saturday school we are able to help our most struggling learners close the achievement gap. Support for our exceptional learners include search and serve to meet their needs and an accelerated math pathway. Supports for behavior and socio-emotional are centered around restorative practices. Utilizing reflection committees, we determine the proper intervention for individual students. Using trauma-informed practices and socio-emotional wellness, these strategies and programs address the needs of all scholars including the most vulnerable, academically and emotionally unresponsive students.

In Tier 3 of the MSA-Bell's RTI program, students receive individualized, intensive interventions that target specific skill deficiencies that include:

- All Tier 2 interventions
- Push-in and Pull-out support: Education Specialists, Intervention Teachers, and Literacy Coaches provide push- in and pull- out support in core classes to learners receiving Tier 3 interventions. Support providers assist teachers in creating accommodations and differentiated learning experiences so that all students may access class materials. If it is deemed that students would benefit from further individualized support, they are pulled out for more intensive instruction.

- Study Skills classes: Study Skills courses are taught by Education Specialists as an elective course for students in need of additional support in note taking, organization, exam preparation, assignment completion, and time management.
- Instructional aides in the classroom: Instructional Aides support teachers with instruction by working individually with students, assisting in stations, clarifying instructions, and reteaching. IA's also provide behavioral support and reinforce the school's Positive Behavior Interventions and Support ("PBIS").
- Saturday School: Students assigned to Saturday School work with teachers on foundational skills related to their coursework.
- Learning Center: The Learning Center or Resource Classroom is designated as a space for both Special Education and General Education students to receive academic support from Education Specialists and Instructional Coaches. Students can complete assignments, test in small settings, use computers, and work with their peers on group assignments.

If the Student Success Team believes further intervention is necessary, then the student may be referred to special education or 504 services.

While Tier 3 students may access a variety of academic supports before and after school including tutoring, Saturday school, and teacher coaching, the majority of interventions are given throughout the school day to ensure that students receive the full benefits of their individualized instruction. Services in the learning center, push-in and pull-out assistance, instructional aides, and study skills classes are all provided to students during the school day.

Equitable Access to the Curriculum:

MSA-Bell utilizes an instructional program that emphasizes equitable access to the curriculum for all learners, including students with disabilities. These include:

Co-Teaching/Push-in/Pull-out Support- MSA-Bell supports its exceptional populations by utilizing multiple methods of providing special education services. MSA-Bell fosters an inclusive model of education. As such, Professional Development in the area of co-teaching allows teachers to grow their ability to educate and service students of varying abilities. In order to effectively implement a co-teaching model, special education and general education teachers are given time to co-plan and develop lessons so that students are provided appropriate supports and accommodations. Students who require additional assistance, receive services in a push-in or pull-out model where they receive more individualized attention.

Additionally, the digital formatting of our McGraw Hill curriculum allows teachers to collaborate on unit and lesson plans to ensure that all students' accommodations and needs are being addressed. This system is setup such that all students attend every class. The Special Education teacher and various paraprofessionals provide instructional support within the general education setting. This allows for all student groups to be supported while participating in the least restrictive environment throughout the day.

Embedded Supports- In addition to the on-site staff coordinated by the Special Education and/or RTI Coordinator, MSA-Bell contracts with an outside service provider to support children's learning needs, such as intervention specialists, speech and language therapists, and occupational therapists who work with teachers to provide the least restrictive and most accessible learning environment. Special education aides work directly in the classroom, providing customized support to students throughout the day, and are valuable members of the team.

Differentiated Instruction- Teachers at MSA-Bell deliver a curriculum that is tailored to each student's interests and needs. This support includes accommodations, use of technology, and data-informed decisions, such as utilizing Lexile reading scores and bringing technology into the classroom.

Socio-economically disadvantaged/low income students:

The instructional design of MSA-Bell addresses the needs of low-income and socio-economically disadvantaged students, who make up the overwhelming majority of our enrollment. Socio-economically disadvantaged students are identified through their participation in the Free and Reduced Lunch program. Counseling, intervention/remediation, individual tutoring and free eligibility to after school social, academic and athletic programs are some of the many programs that support our socio-economically disadvantaged students. Home visits, motivational guest speaker programs, parent meetings, university and college visits, and instructional field trips are

planned to shape the educational vision of the student and the family. Socio-economically disadvantaged students have role models around them who will inspire motivation to focus on lessons and self-confidence with the discovery of their potential.

The Charter School administration ensures that these programs are available to all students, including socio-economically disadvantaged students, and works with the teachers and parents to encourage for student participation in these programs. The administration monitors the performance and progress of socio-economically disadvantaged students through the use of MSA-Bell's data cycle.

Annual Evaluation:

MSA-Bell implements a schoolwide program where the comprehensive needs assessment is done and evaluated annually with our stakeholders based on many achievement and growth metrics, including CAASPP proficiency rates in ELA/Literacy and math, CA School Dashboard status and growth data, NWEA MAP growth data, student grades, and other assessments described in this section.

MSA-Bell, with the involvement of parents and our SSC, conducts an annual evaluation of the content and effectiveness of our schoolwide programs as well as our family involvement policy in improving the academic quality of the school under Title I, Part A, including identifying barriers to greater participation by parents in activities under ESSA. MSA-Bell pays particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. MSA-Bell will use the findings of such evaluation to design strategies for more effective parental involvement and to revise, if necessary, our family involvement policy. Please see section "Parent and Family Engagement" for more details.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

LEA is an independent, direct-funded charter school and it is a single-school LEA. MSA-Bell Homeless Liaison shall ensure that:

1. Homeless students are identified by school personnel and through coordination activities with other entities and agencies.
2. Homeless students enroll in and have a full and equal opportunity to succeed at MSA-Bell.
3. Homeless students and families receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by MSA-Bell, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.
4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
6. Enrollment/admissions disputes are mediated in accordance with law, the MSA-Bell charter, and Board policy.
7. Parents/guardians are fully informed of all transportation services, as applicable.
8. School personnel providing services receive professional development and other support.
9. The School Homeless Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.

10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from the School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

Homeless children and youth will be identified through:

1. The application process for enrollment (self-identification)
2. School personnel recommendations
3. Coordinated activities with other entities and agencies

MSA-Bell will comply with all federal, state, county, and other data collections and reporting requirements regarding homeless children and youth.

In order to provide equal access to our school, the MSA-Bell annual student recruitment plan shall include efforts to reach homeless families, children, and youth via free public events, community centers, and local homeless service providers. Homeless students may also be identified at the time of enrollment (through self-reports).

Homeless youth will not be discriminated against in the application process. Homeless children and youth will be allowed to apply for enrollment in accordance with current MSA-Bell enrollment policies even if the parent/guardian is unable to provide the school with the records normally required for enrollment such as previous academic records, birth certificate, medical records, proof of residency, or other documentation. The MSA-Bell designee shall immediately contact the school last attended by the student to obtain the relevant records. If the student needs to obtain immunizations or does not possess immunization or other medical records, the designee shall refer the parent/guardian to the homeless liaison. The liaison shall assist the parent/guardian in obtaining the necessary immunizations or records for the student.

In the case of an unaccompanied youth, the homeless liaison shall assist in the enrollment process. Unaccompanied youth shall be immediately enrolled if space is available even if unable to provide the school with the records normally required for enrollment (as above), and despite lack of parent or legal guardian's supervision or permissions, or "power of attorney" by supervising adult.

Any confidential record ordinarily kept by the school, including immunization or medical records, academic records, birth certificates, guardianship records, and evaluations for special services or programs, of each homeless child or youth will be maintained so that the records are available, in a timely fashion, when a child or youth enters a new school or school district.

Homeless students automatically qualify for free breakfast and lunch at MSA-Bell. Families do not have to fill out an application or provide proof of income. Homeless students will be added to the free meals program as soon as they have been identified.

Per the McKinney-Vento Act, LEAs must provide services to homeless children/youth that are comparable to those received by other students in the school selected, including transportation. In addition, schools must provide transportation for homeless students to and from their school of origin, if feasible.

MSA-Bell, where feasible, applicable, at the request of the parent/guardian and/or in the best interest of the homeless children and youth shall provide transportation to students experiencing homelessness to ensure the students are able to stay at MSA-Bell for the duration of their homelessness. MSA-Bell may work with the youth's district of residence or other agencies to provide transportation services.

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

(A) through coordination with institutions of higher education, employers, and other local partners; and

(B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LEA is an independent, direct-funded charter school and it is a single-school LEA serving students in grades 6-8.

High School & College Readiness:

MSA-Bell provides a college preparatory educational program emphasizing science, technology, engineering, arts and math in a safe environment that cultivates respect for self and others. Through Honors, accelerated, and online courses, students who demonstrate high achievement, interest and/or ability are provided the opportunity for a rigorous learning environment. We work with our students to ensure their transition to high school is a successful one and that it complements the rigorous course schedule offered at MSA-Bell.

MSA-Bell upholds the belief that college is attainable through academic success and persistence. The MSA-Bell program provides students with the emotional and instrumental support students need to become college and career ready. To enrich college-going activities, our Dean of Academics and students regularly visit college campuses and research requirements. By nurturing students' college aspirations, supporting college/career preparation activities and advising students on how to make successful transitions from middle school to high school and eventually to their colleges of choice.

Advisory Program:

Our students take Advisory all three years of middle school. Each student works closely with their Advisory teacher to explore and set academic and career goals. Students take part in team building activities, community service opportunities and work toward their high school portfolio. Advisory also provides curriculum to increase student knowledge and ability in skills necessary for everyday living. The program emphasizes defining personal values, goal-setting and planning, making decisions and solving problems, evaluating information and dealing with media and peer pressure, communication and relationships, decision-making, wellness and personal safety, and contributing to your community.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

(A) assist schools in identifying and serving gifted and talented students; and

(B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LEA is an independent, direct-funded charter school and it is a single-school LEA serving students in grades 6-8.

MSA-Bell may use Title I, Part A funds to support our GATE Program and School Library/Reading & Digital Literacy Skills Program as described below.

GATE Program:

MSA-Bell is committed to supporting gifted and highly capable students in a safe, caring environment which promotes a college preparatory, STEAM education. Instructional programs for Gifted and Talented students are based on the core principles that all students have the potential to excel and should have the opportunity to develop their individual abilities, interests and potential. The purpose of the MSA-Bell GATE program is not to simply identify the highest achieving students, but rather, identify students with exceptional abilities, those that go well beyond their peer group.

MSA-Bell's advanced academic programming serves students in grades 6-8 and offers highly challenging learning opportunities that adhere to our Core Values of Excellence, Innovation, and Connection. Educational experiences and are designed to meet the needs of advanced learners with an emphasis on innovation, critical thinking, and logical reasoning. MSA-Bell serves GATE students through a number of delivery models and settings so that students obtain an optimal level of learning. These include, but are not limited to, Honors/Scholars classes, cluster groupings, acceleration (math, etc.), enrichment activities, independent studies, and group projects.

MSA-Bell's GATE identification procedures are equitable, comprehensive, and on-going. Assessments and recommendations for the program reflect best practices and are research-based. MSA-Bell understands that examinations alone may not reflect the abilities of all students, as well as GATE students of diverse populations. Therefore, MSA-Bell includes teacher and/or administrator recommendations as well as work samples in its identification process. In order to identify a student as gifted, evidence must be gathered relating to his/her ability to perform beyond chronological peers. Data should be broad enough to discover aptitudes across racial, ethnic, and economic groups.

School Library/Reading & Digital Literacy Skills Program:

All MSA-Bell students participate in Sustained Silent Reading (SSR) for about half an hour day, every day. MSA-Bell utilizes myON reader, a personalized, online literacy program that helps teachers manage and monitor a student's independent reading practice. myON is used as a reading intervention, as it generates book recommendations within each learner's target Lexile ranges. Accommodations such as audio narration to model reading fluency, highlighting text, and the use of embedded dictionaries, allow learners to develop academic vocabulary and reading fluency. Teachers have access to data related to Lexile levels which informs their teaching and supports differentiation. Once completed, the student is administered an online assessment which informs the teachers of the student's progress. If a student continues to struggle while reading at his or her level, additional interventions are implemented. All teachers use assessment results to inform Response to Intervention (RTI) strategies.

Besides online resources, MSA-Bell also strives to provide a rich collection of texts through school and classroom libraries to support literacy instruction and academic achievement. Our teachers promote greater amounts of reading, increased reading frequency, and more diverse reading experiences among their students, thus helping them to attain greater levels of reading achievement.

Title I, Part A Use of Funds:

MSA-Bell aligns its federally-funded programs with the priority goals of the school and such funds provide the opportunity to innovate. The planning process supports continuous cycles of action, reflection, and improvement. Through our information/input sessions including Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings, we have identified the following strategies and actions that we plan to use Title I, Part A funds to supplement our education program:

- Supporting teachers with their PD needs in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment; monitoring and evaluating teachers for their performance;
- Providing CCSS aligned ELA and math support and intervention to all students, including ELs and immigrant students, and monitoring student progress in ELA/Literacy and math as measured by the interim assessments (MAP, IAB, etc.);
- Promoting a college-going culture through college visits and other college related activities;

- Providing students with a well-rounded education including programs such as health and physical education, arts and civics, GATE programs, school library/reading and digital skills programs, etc.;
- Supporting instruction with technology;
- Pursuing an integrated strategy to support the exchange of information, purposeful interaction, and meaningful participation between the school, families, and community partners to support student learning and achievement. This will include but not be limited to SSC, ELAC, and PTF meetings, parent activities/events, web portal, home-visits, and school experience surveys;
- Implementing policies that encourage and support student attendance, positive student behavior and improvements.

TITLE I, PART D

Description of Program
ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Formal Agreements
ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Comparable Education Program
ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child’s or youth’s existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

MSA-Bell conducts credential review as part of teacher hiring process and support our teachers' credentialing needs. We also annually review master schedule/teacher assignments to ensure compliance. We ensure that all teachers are supported with their credentialing needs and that they participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. MSA-Bell also monitors and evaluates teachers for their performance.

MSA-Bell monitors how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. The school leadership team makes daily classroom observations using the Magnolia Public Schools (MPS) teacher observation protocol which includes walkthroughs, informal and formal observations and formal evaluation.

MSA-Bell evaluates teachers for their performance. We identify those areas the teachers need improvement to become more effective and efficient at their jobs and communicate with teachers about performance, mutually establish goals and identify actions for progress, and evaluate results. Evaluation results may be used as basis and documentation for performance pay, transfer, promotion, reassignment, or disciplinary action.

Professional development occurs both at the organizational level and school level. In addition to ongoing professional development activities that support efforts to increase student academic performance, MSA-Bell provides all staff with multiple opportunities to grow professionally. MSA-Bell assesses staff professional development needs through formal and informal performance observation and surveys. Based on these data and combined with the school improvement plan actions in our LCAP and SPSA, MSA-Bell determines common staff development days, and tailors staff development to individual staff needs.

PROFESSIONAL LEARNING COMMUNITIES ("PLCS")

MSA-Bell is organized into Professional Learning Communities by grade level and by department. PLCs seek to transform a school into a community that fosters mutual cooperation, emotional support, personal growth, and a synergy of effort. Combined with the school improvement plan actions in our LCAP and SPSA, the answers to the following questions are studied in PLCs:

- How do we ensure that students learn?
- How do we foster a culture of collaboration?
- How do we ensure results?

We use PLCs to:

- Clarify intended outcomes
- Develop common assessments
- Jointly analyze student achievement data
- Establish team improvement goals
- Share best practices and materials
- Engage in collective inquiry and action research regarding student learning
- Support system and sense of efficacy
- Promote more engaged, motivated, and successful students with reduced absenteeism
- Focus on students' needs academically and behaviorally

As an implementation of the PLC at MSA-Bell, all staff will read educational literature and make informed recommendations for school and system-wide improvement. The staff will produce an annual reading list recommended by the PLCs. The following literature will be on MSA-Bell's staff reading list: Alan Blankstein, Failure Is Not an Option: 6 Principles That Advance Student Achievement in Highly Effective Schools; Dr. Robert Marzano's Classroom Management That Works: Research-Based Strategies for Every Teacher; Carol Ann Tomlinson's How to Differentiate Instruction in Mixed-Ability Classrooms, and Doug Lemov's Teach Like A Champion.

SCHOOL-WIDE MEETINGS AND PROFESSIONAL DEVELOPMENT ACTIVITIES

Department Level Staff Meetings

All teachers meet departmentally every month to:

- Share Time: Presentation by a member on an effective classroom strategy
- Vertically align curriculum
- Analyze student achievement data (NWEA MAP, CAASPP, ELPAC, grades)
- Improve instructional strategies per data indicators
- Differentiate instruction
- Plan major departmental events
- Discuss other departmental issues and policies

Department Chairs are responsible for minutes and forwarding action items to the appropriate administrative leaders.

Grade Level Staff Meetings

Grade level teachers meet once a month and collaborate on the issues below:

- Classroom strategies
- Sharing promising practices
- Curricular and academic issues (grading uniformity, homework load, differentiation, and other academic issues)
- Support for students with academic challenges (IEP, 504, RTI, SSR, Accelerated Reader, Accelerated Math, Tutoring)
- Discussion of student academic supports (peer tutoring, mentorships)
- Long-term projects (science fair projects, English & history & math projects)
- Integration/thematic units/horizontal alignment of the curriculum
- Field trips
- Discussions and strategies for students with behavioral problems
- School/grade level wide incentive programs
- Other common grade level and school wide issues

Grade Chairs are responsible for minutes and forwarding action items to the appropriate administrative leaders.

Wrap Up Meetings

MSA-Bell staff participates in end-of-the-year meetings to focus on evaluation of student achievement data, effectiveness of the programs such as testing, curriculum, and intervention programs, counseling, after school, and other school matters. These meetings help staff prepare a professional learning plan for themselves and review what worked well during the school year. These plans and feedback are addressed in the summer in–service program.

Summer In-Service Programs

MSA-Bell holds orientations and trainings for both new and veteran teachers to familiarize them with policies and procedures regarding the Charter Schools' operations, and the academic and education program goals for the year. A teacher workshop/summer in service program is held in August for about two weeks. The program consists of at least four days of intensive training, after which teachers continue their studies at their school sites and communicate with each other via grade level and subject area email groups.

Peer Observations

MSA-Bell believes that every effective teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally. Therefore, each teacher is required to make monthly class visits to other teachers' classrooms to observe effective strategies and reflect on his/her observations by using peer observation beneficiary forms. These forms are used to create a professional development plan for individual growth.

Formal Observations/Evaluations

All teachers are observed in the classroom by department chairs and the administrative team (Dean of Academics, Principal and Chief Academic Officer). A rubric guides observation and allows for the development of constructive feedback. MSA-Bell's formal teacher evaluation program is comprehensive and includes an evaluation of academic performance of their students. All teachers are evaluated annually. A pre-conference and post conference are scheduled for each of the evaluation.

Walkthroughs

MSA-Bell administration/Department Chairs make regular walkthroughs in each teacher's classroom. This quick and informal visit provides teachers immediate and constructive feedback in specific areas to improve instruction and student learning.

Beginning Teacher Support and Assessment Program ("BTSA")

MSA-Bell provides new teachers with BTSA, a two-year program that provides beginning teachers with collegial support, guidance, professional development, motivation to continue in the profession, and training. It links college level teacher preparation with classroom application.

Ongoing Professional Development Program for Special Education

MSA-Bell conducts ongoing in-services for special education. During the August in-service training a specialist trains our entire staff about services and programs related to students with learning disabilities. MSA-Bell's special education teachers train the staff on the IEP documentation and how to implement accommodations and modifications in a general education classroom. Our special education teachers attend workshops and trainings provided by the District/County and SELPA and attend a resource conference to hear from additional experts in the field of special education. In addition to the August sessions, MSA-Bell conducts quarterly training sessions about special education. Special education teachers and paraprofessionals who are authorized to handle crisis situations and physically restrain students will complete specialized training in behavioral interventions, such as Crisis Prevention Institute ("CPI"), prior to placement in the classroom.

SUPPORT FOR SCHOOL ADMINISTRATORS

Magnolia Public Schools (MPS) Home Office holds monthly day-long meetings for school administrators (principals and deans) where principals and deans are trained by the Home Office support staff on leadership, academics, accountability, school operations, finance, HR and other matters. These meetings create medium for best practice sharing, collective brainstorming, problem-solving as well as data analysis and specialized training. Based on a needs-assessment of the administrators, the deans meet with their principals and principals meet with the Home Office c-level team to set 2-3 professional development goals for the year in August, followed by a mid-year progress check in January and an end-of-year progress meeting in May. Individual needs and professional development goals drive the professional map at MPS. The CEO, COO, CAO, CFO, and the Chief Accountability Officer provide weekly online check-in sessions, monthly in-person trainings at the Home Office, and biweekly mentoring sessions on-site.

TUITION REIMBURSEMENT

MPS provides all employees with professional development opportunities to increase the effectiveness of their performance in their present positions, and to obtain skills, knowledge, and abilities which may improve their opportunities for advancement within the Organization. There are four types of programs covered under the Tuition Reimbursement policy which include sample recommended job-related certifications and programs. Category 1 includes teaching related certification/career development programs; Category 2 includes administrative related certification/career development programs; Category 3 includes job-related master's degree program; and Category 4 includes job-related doctoral degree programs. Sample Category 1 programs include:

- CCTC approved teacher credentialing programs (at a college or university, through college/university internship, district internship, etc.)
- CCTC approved subject-matter preparation programs
- BTSA induction programs
- English Learner Authorization/CLAD certification
- National Board certification
- Undergraduate/graduate level academic courses not leading to a degree program
- Other programs if approved by the MPS Home Office

Sample Category 2 programs include:

- Administrative services credential
- College counseling certification
- Behavior intervention specialist certification
- CBO certification
- SHRM certification
- Project management certification
- IT certification
- Undergraduate/graduate level academic courses not leading to a degree program
- Other programs if approved by the MPS Home Office

As described above, MPS and MSA-Bell will continue to provide systems of professional growth and improvement and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and it is a single-school LEA.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

MSA-Bell firmly believes that teacher quality is the most important variable in increasing student achievement. The evaluation process helps the teacher and the school administrators build on the strengths of the teacher and identify those areas the teacher needs improvement to become more effective and efficient at his/her job. Performance evaluation allows the school administrators and the

teacher to communicate openly about performance, mutually establish goals and identify actions for progress, and evaluate results which may provide a basis and documentation for transfer, promotion, reassignment, or disciplinary action.

The Evaluation Process

MSA-Bell will use multiple measures in order to make a reliable teacher evaluation. These measures include (1) Teacher Performance on the MPS Framework for Teaching, (2) Teacher Professional Qualities, Dispositions, and Responsibilities, (3) Student, Parent, and Staff Voices, and (4) Student Performance. Using multiple measures will provide for better insight and reliability than using only one measure.

Standards in the MPS Framework for Teaching involve teaching processes and teaching outcomes and are the basis for classroom observation evaluations. The annual evaluation process involves frequent informal classroom observations and feedback for the teacher, a formal observation cycle, collection of evidence to foster collaboration with the teacher, and goal setting and monitoring. This process is supplemented by assessment of teacher's professional qualities, dispositions, and responsibilities, student and parent feedback through surveys, and student performance data. Numerous academic studies confirm the long-held belief that teacher quality is one of the greatest determinants of student achievement. By incorporating student performance into teacher evaluation, MSA-Bell wants to keep ongoing student performance discussions with the teacher. MSA-Bell will use the following weights for each measure to determine an end-of-year overall rating.

- Teacher Performance on the MPS Framework for Teaching: 55%
- Teacher Professional Qualities, Dispositions, and Responsibilities: 10%
- Student, Parent, and Staff Voices: 15%
- Student Performance: 20%

Evaluators will use the weights (percents) established above for each measure of teacher evaluation and the final score earned by the teacher on each measure to calculate an end-of-year overall performance score of the teacher. Depending on the overall performance score, the teacher will receive an end-of-year overall evaluation rating of 1 (Ineffective), 2 (Developing), 3 (Effective) or 4 (Highly Effective).

Teacher Performance on the MPS Framework for Teaching

MPS Framework for Teaching is based on research in educational psychology and cognitive science, as well as best practices in the field. The standards involve teaching processes and teaching outcomes and are the basis for classroom observations and evaluations. The framework provides a foundation for professional conversations among practitioners as they seek to enhance their teaching skills. It may also be used organization-wide as the foundation of mentoring, coaching, professional development, and teacher evaluation processes, thus linking all those activities together and helping teachers become more thoughtful practitioners. Developing a common understanding of the framework is critical; therefore, MSA-Bell trains all teachers, school administrators, and staff on the MPS Framework for Teaching.

The annual evaluation process at MSA-Bell involves frequent informal classroom observations and feedback for the teacher, a formal observation cycle, collection of evidence to foster collaboration with the teacher, and goal setting and monitoring. MPS will use on online tool to record and share classroom observation notes, feedback, evidence, forms, evaluation results, and all other related documentation. The tool can be used by both the teacher and the observer or evaluator in respect to their roles. Teachers are encouraged to conduct peer observations. Informal observations can be conducted by the school administrators as well as instructional coaches, department chairs, MPS Home Office support team, and other professionals. Informal observations are mainly conducted for the purpose of providing focused, constructive, and critical feedback to the teacher aimed at improving teaching, or sometimes, just for learning from the observations. While formal observations also provide feedback and guide coaching of the teacher like the informal ones, they form the basis for evaluation of job performance evaluation and are conducted by the school administrators.

The teacher being evaluated will take the lead in conducting the evaluation process through the use of self-assessment, reflection and by gathering evidence for teaching practice. The evaluator will conduct classroom observations to collect evidence on specific standards. Collaborative use of evidence and reflection will provide a basis for self-assessment, goal-setting, professional development, and

demonstration on specific standards and expectations. The evaluator and the school administrator will meet mid-year to discuss progress toward annual goals, and if necessary, any adjustment to action plans. The evaluator and the administrator will meet toward year-end to discuss progress or completion of goals and possible new goals for the next school year.

After completion of the evaluation process, each teacher will receive a rating of 1 (Below Standard), 2 (Approaches Standard), 3 (Meets Standard) or 4 (Exceeds Standard) for each standard on the MPS Framework for Teaching. Besides rating (1) Teacher Performance on the MPS Framework for Teaching, the evaluators will also score (2) Teacher Professional Qualities, Dispositions, and Responsibilities, (3) Student, Parent, and Staff Voices, and (4) Student Performance. The final score and the weight for each measure will be used to calculate an end-of-year overall performance score of the teacher. Depending on the overall performance score, the teacher will receive an end-of-year overall evaluation rating of 1 (Ineffective), 2 (Developing), 3 (Effective) or 4 (Highly Effective).

Classroom Observations

Classroom observations are at the heart of a teacher evaluation system. These observations have potential to identify strengths and address specific areas for growth in teachers' practice. The following are important to consider in order for observations to become a fair and reliable tool:

- Focus of the observation
- How evidence is collected
- How evidence is interpreted against performance ratings
- How observations and feedback are shared

MSA-Bell uses two types of observations that work in collaboration:

Informal Observations/Walkthroughs:

- Are conducted minimum six (6) times a year per teacher (Recommended: every other week)
- Are 10-15 minutes in length
- Are unannounced
- Focus on specific standard or element (While not opposing the idea that observation can focus on any identified area for growth at any time of the year, MPS recommends an organization-wide schedule as outlined below.)
    - August-September: Domain 1: Learning Environment (Standards 1 & 2)
    - October: Domain 2: Planning & Preparation (Standards 3 & 4)
    - November-January: Domain 3: Instruction & Assessment (Standards 5, 6, & 7)
    - January-March: Domain 3: Instruction & Assessment (Standards 8 & 9)
    - April-June: Standards 8 & 9, and other identified areas for growth unique to each teacher
- Result in bite-sized feedback to the teacher (Recommended: Feedback on both strengths and areas for improvement; leverage questions, if applicable; notes about what worked best and what could have been done differently and why; and some targets for improvement, if applicable.)
- Connect to the teacher's goals, if applicable
- Guide the coaching work of the school administrator
- Can also be done by peers (Recommended: at least two peer-observations per year by each teacher)
- Are recorded on the "MPS Classroom Observation Form"

Formal Observations:

- Are conducted once a year per teacher (Can be conducted more for teachers who are new at MPS or have ratings of 1 or 2 on any standard)
- Take full class period
- Scheduled

- Have three parts called the “Formal Observation Cycle”: Pre-Observation Conference, Formal Observation, Post-Observation Conference.
- Are recorded on the “MPS Classroom Observation Form” and rated on the “Post-Observation Reflection Form.”

Evidence Collection:

Formal Observations need to capture evidence of everything that is happening in the classroom, both verbal and non-verbal: What was the teacher doing and saying? What were students doing and saying? What were the tasks? What interactions took place between and among the students and the teacher? There are typically four types of evidence the evaluators can collect during an observation:

- Verbatim scripting of teacher or student comments
- Non-evaluative statements of observed teacher or student behavior
- Numeric information about time, student participation, resource use, etc.
- An observed aspect of the learning environment

High quality evidence is important in fostering collaboration with the teacher. The evaluators need to be cautious in collecting evidence rather than recording their opinions. The following are some differences between opinion and evidence, respectively. Subjective vs. objective; ambiguous vs. unambiguous; may include value judgment vs. free of value judgment; draws conclusions, makes inferences or guesses vs. makes observations; summarizes teacher practice vs. gives proof of teacher practice.

Student, Parent, and Staff Voices

Research into teaching effectiveness indicates that student, parent, and staff voices play a powerful role in helping schools and districts learn how to improve teaching. Surveys have been the primary means of collecting student, parent, and staff voices about effective teaching. MSA-Bell uses an online platform to provide students, parents, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and students’ own strengths and weaknesses. MSA-Bell believes that student, parents, and staff have an essential role to play in informing school climate and teaching effectiveness: this feedback instrument provides teachers and other employees with valuable data about how students see their classes, how much parents are involved, and how to facilitate improvement.

Student Assessments at MSA-Bell

As explained in Standard 7 of the MPS Framework for Teaching, “Teachers are expected to use formative and summative assessment strategies to monitor student progress and to adjust instruction in order to maximize student achievement.” The measures that are used to assess student progress include all state-mandated standardized tests such as the Smarter Balanced Summative Assessments. MSA-Bell also uses the Smarter Balanced Interim Assessments which are designed to support teaching and learning throughout the year; and the Digital Library, designed to support classroom-based formative assessment processes. MSA-Bell administers both the Interim Comprehensive Assessments (ICAs) and Interim Assessment Blocks (IABs) to assess student learning and inform instruction during the year. The Smarter Balanced Interim Assessments are specifically designed to provide the following:

- Meaningful information for gauging student progress throughout the year toward mastery of the skills measured by the Summative Assessments
- Assessments of the CCSS, which can be used at strategic points during the school year.

MSA-Bell teachers also have access to publisher or third-party-provided assessments, such as McGraw Hill, Illuminate, Accelerated Reader, and MAP. MSA-Bell utilizes computer adapted MAP testing to measure student progress three times a year. Teachers also, with the help of published materials, create standards-aligned formative assignments and tests that are evaluated using rubrics.

Assessments at MSA-Bell are not tests only. As detailed in Standard 7, MPS teachers are expected to use a variety of formative and summative assessments that are valid and reliable measures of student achievement. (Ex: performance assessments, portfolios, etc.) Assessments are expected to be aligned with learning objectives. (Ex: Unit assessments are aligned with unit standards and learning objectives.) At MSA-Bell, teachers provide students with choices of ways to demonstrate learning and students participate in the development of their learning outcomes. Teachers use summative assessment results to plan next units and redeliver instruction.

MSA-Bell teachers are expected to closely monitor all students' progress toward meeting student learning outcomes. Teachers use technology, as appropriate, to conduct data analysis and communicate assessment results and student growth to all stakeholders (families, colleagues, administration, etc.) Teachers review summative assessment results with students, and students are involved in self-assessment, goal-setting, and monitoring progress.

Using Student Performance as a Measure of Employee Evaluation

MSA-Bell continually strives to develop and refine its Student Performance metric for the purpose of measuring student achievement and growth at our school sites, as well as to inform teacher effectiveness. State and local accountability indicators along with interim and summative assessments provide valuable data on student performance and progress. MSA-Bell also recognizes that a variety of assessments can and should be used to measure student progress, such as performance assessments and portfolios. As such, MSA-Bell considers using a thoughtful combination of interim and summative assessments and state and local indicators, as well as student work. MSA-Bell needs to make sure that Student Performance data used is of high quality as agreed by all stakeholders. While evidence of Student Performance will be collected and analyzed during the evaluation process, developing and refining a definite Student Performance metric in each subject area is an ongoing process that involves the collaboration of all our stakeholders. For practical calculation purposes and the fact that the CA School Dashboard provides performance levels for all students and for student groups on the state indicators, MSA-Bell will use the state indicators as its Student Performance metric unless a different metric is identified and agreed upon. MSA-Bell will base 20 percent of end-of-year overall evaluation on Student Performance.

Ongoing Consultation to Support Continuous Improvement

As explained above in detail, MSA-Bell uses a variety of data and ways to assess the effectiveness of professional development activities and teacher effectiveness, including but not limited to, informal observations/walkthroughs, formal observations, student, parent, and staff voices, student achievement data, and teacher self-assessment. The coaching/mentoring process that involves goal-setting, progress monitoring, periodic observations, feedback, reflection, peer observations and mentoring is geared toward creating an individualized professional growth plan and support system for each of our teachers and administrators. As also explained Section "Professional Growth and Improvement," MSA-Bell will continue to provide all employees with professional development opportunities to increase the effectiveness of their performance in their present positions, and to obtain skills, knowledge, and abilities which may improve their opportunities for advancement within the Organization through PD, induction, certification and other programs that are funded by various sources, including Title-II.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Professional development for teachers of English Learners will be extensive and ongoing at MSA-Bell. Professional development specific to ELs will endeavor to improve ELD instruction, facilitate the ability of teachers and school leaders to successfully implement the EL program, and help improve English language proficiency and subject matter knowledge of ELs.

(Note: Magnolia Public Schools (MPS) receives Title III, Part A funds as a consortium of 10 Magnolia Science Academies, of which Magnolia Science Academy-1 is the lead member school. The MPS EL Coordinator of the Consortium serves all 10 school sites.)

Effective professional development will include:

- An ELD workshop for teachers at the Summer In-Service.
- An overview of the EL Master Plan, including program placement, progress monitoring, and reclassification, presented to all staff.
- Sessions dedicated to English Language Development (ELD) training for teachers at the annual Fall and Spring Teacher Symposiums.
- ELD training and shared best practices at least once per month at the school-site level staff meetings.
- All core teachers will attend at least one third-party ELD training (this may be done off or on site; for example, attend a workshop offered by the county office, or hire a consultant to present to the staff on site).
- The MPS EL Coordinator will regularly attend high-quality professional development workshops and conferences, including a monthly Bilingual Directors' Meeting at the Los Angeles County Office of Education, and share resources and information with teachers and school leaders at MSA-Bell.
- When possible, MSA-Bell EL Coordinator will attend professional development sessions and meetings with the MPS EL Coordinator.
- The MPS EL Coordinator will host two (one per semester) trainings/meetings for the site-level EL Coordinators. These meetings will review ELD strategies, best practices, an assessment of EL data at each school site, and evaluate the effectiveness of the EL program.
- Regular updates regarding ELs and ELD will be provided to all MPS principals and deans during monthly meetings at the Home Office.
- The MPS EL Coordinator and MPS Math Coach will provide a workshop to math teachers that will support EL access across the curriculum.
- The MPS EL Coordinator and MPS Student Services director will provide resources to help teachers and school leaders support dually identified students.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Immigrant Identification Policy and Procedures:

MSA-Bell will identify immigrant children and youth by asking the following questions in our Home Language Survey during enrollment:

- Student's Birth Place (including the City, State, and Country)
- Date Student First Attended School in the U.S.
- Date Student First Attended School in California

In addition to the Home Language Survey, MSA-Bell will use information collected through birth certificates and any available CALPADS and school records to check if the following criteria are met in order to identify immigrant children and youth:

- is aged three through twenty-one;
- was not born in any state (each of the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico); and
- has not been attending any one or more schools in the United States for more than three full school years (20 USC § 7011[5].)

Although many immigrant students are English language learners, this is not always the case. Students who meet the definition of "immigrant" above will be reported in CALPADS and school records regardless of their primary language or language proficiency level.

Services and Activities for Immigrant Children and Youth:

The following are some of the supplemental services and activities MSA-Bell will provide our immigrant students with, depending on the immigrant students' needs and the population size:

- Family literacy, parent and family outreach, and training activities designed to assist parents and families to become active participants in the education of their children, including home visits to the families and trainings on the student information system and introduction to the educational system and civics education;
- Language acquisition programs; primary language assessments and support, as needed (e.g., Ballard & Tighe); academic vocabulary development (e.g., Kate Kinsella workbooks);
- Additional tutoring for newcomers in core subjects and electives;
- Counseling and mentoring services;
- Translation services for parents and students.

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

CORE Program - SEI Program

EL Program Overview: All English Learners at MPS schools receive both integrated and designated English Language Development, that is supported by high quality curriculum, monitoring, professional development, coaching, and assessments. Depending on the student's language proficiency level and grade level (determined by the ELPAC), an EL student may receive designated ELD in a full hour class (will not interfere with college requirements), 25-minute class, or during their ELA class. MPS schools use the McGraw Hill ELA curriculum (Wonders for elementary and StudySync for secondary) which have integrated and designated strategies and lessons

built in. Integrated ELD is provided in all classes, and teachers are trained to utilize strategies such as SDAIE and the CHATS Framework. (Supplemental - the training for the modeling and implementation comes from Title-III, Part A funds.)

The CHATS framework is made up of components that are broken up into five areas around the acronym: C – Content Reading Strategies; H – Higher Order Thinking Skills; A – Assessment; T – Total Participation Techniques; and S – Scaffolding Strategies. This framework is designed to work in mixed, multilingual classrooms and the corresponding book (available to all MPS teachers) provides resources and examples of how teachers can use each component in their planning. Additionally, all MPS schools have also adopted a literacy program designed to encourage students to read and help students build their comprehension and vocabulary skills. Currently, our schools are using either the Accelerated Reader Program or the myON Reading Program.

As part of the English Learner program, MPS collects students' language proficiency scores, state assessment scores, and MAP scores, along with teacher feedback in order to monitor student progress towards successful reclassification. ELD teachers, coordinators, and school leaders (deans of academics) meet at least once per month to review English Learner student data and address any areas of need. All data is collected and monitored through Illuminate, our data management system. The MPS EL Coordinator follows up with each site regarding regular EL student monitoring and provides intervention and organizational support as needed. In addition to the monthly meetings designed to address English Learner progress, weekly professional development meetings are held at each school site. During these meetings, student achievement across all grade levels and sub-groups are assessed and discussed. Our principals, deans, and teachers closely monitor all students during development meetings in order to provide additional academic support and assess academic progress and programs in all subject areas.

Although the EL Coordinator's primary duty will be to provide the supplemental services outlined below to ELs, the EL Coordinator will also work with the Chief Academic Officer, on-site EL Coordinators, and Office Managers to support schools with accountability. Some examples of how the consortium will hold member schools accountable are:

- Create Title III folders for each school site with a calendar of notifications, procedures for notifying parents of ELs, certifications for notices mailed and data reported, attendance sheets for PD and parent meetings/workshops, etc. The MPS EL Coordinator will work with school leadership and on-site ELD Coordinators to ensure that folders are maintained and updated.
- The executive office manager will ensure and certify the timely submission of all CALPADS data pertaining to ELs.
- School leadership will certify the timely submission of all Title III notifications mailed to parents of ELs.
- The consortium EL Coordinator will work with site-level coordinators to conduct walk-throughs of classrooms to ensure program fidelity.
- The consortium EL Coordinator will support site-level coordinators and teachers with progress monitoring of ELs and provide a framework for progress monitoring.

Authorized activities chosen by the LEA relating to supplementary services as part of the language instruction program for English Learner students: In order to most efficiently utilize Title III funds within the consortium, an English Learner (EL) Program Coordinator has been hired to provide direct, supplemental services to English learners and teachers of English language learners at all consortium-member schools (10 in total). The EL Coordinator will support implementation of the LEA's EL Master Plan and program, as well as ensure that all appropriate ELL services are being delivered at each member school. Specifically, the EL Coordinator will provide the following services to member schools:

- Maintain, evaluate, and improve the EL Master Plan and EL Program based on the observations, data, and feedback from each member school.
- Provide coaching, and professional development to all teachers of English learners (for example, provide integrated and designated ELD support, teacher training, coaching on SIOP, CHATS, and SDAIE strategies, and model push-in support).
- Conduct lesson demonstrations and classroom observations/walk-throughs in order to help improve instruction delivered to ELs.
- Help teachers monitor the progress of ELs and reclassified students and create appropriate interventions and action plans as needed.
- Assist site-level coordinators and staff with the development of action plans and appropriate supports for Long Term English Learners and Newcomers.

- Lead and train ELD Coordinators at each school site, including facilitate team meetings as well as coordinate the EL program strategic planning process.
- Oversee the adoption and implementation of the ELD curriculum.
- Attend ELL-related professional development and share resources and best practices with teachers and school leaders.

The MPS EL Coordinator will provide services in a percentage of time proportional to funding. A Personnel Activity Calendar/Report will be maintained by the MPS EL Coordinator.

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

(A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and

(B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Please see Program Overview above in section "Title III Programs and Activities" for a detailed discussion of integrated and designated ELD, curriculum, and progress monitoring.

EL students are carefully monitored by both site-level EL Coordinators and the MPS EL Coordinator. Academic data will be regularly assessed to determine if intervention is needed, and appropriate action plans will be created that involve students, coordinators, teachers, deans, and parents. Reclassified EL students will also be monitored for a period of four years (where applicable) following their reclassification.

The Consortium EL Coordinator will work directly with teachers of ELs, on-site EL Coordinators, and school leaders to ensure that the consortium's curriculum, revised EL Master Plan, and Title III Plan are implemented consistently and with fidelity. This will include relevant professional development, teacher training, lesson demonstrations, classroom observations, and teacher coaching that will help improve instruction for English Learners and improve achievement objectives. The Consortium EL Coordinator will also work with school leaders to address areas of need and growth as measured by accountability measures.

The MPS EL Coordinator will visit schools on a rotational basis, and with site-level coordinators, use the MPS ELD observation template to conduct regular assessments of integrated and designated ELD across the core curriculum. This template will allow coordinators to provide appropriate coaching and feedback to teachers, as well as strategies for improving ELD instruction and engaging English Learners.

The ELD program will be regularly assessed for effectiveness and will include feedback from all stakeholders. Program feedback will be collected during leadership meetings and EL Coordinator meetings.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

(A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;

(B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;

(C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;

(D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and

(E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LEA is an independent, direct-funded charter school and it is a single-school LEA receiving an allocation below $30.000.

MSA-Bell has identified the following strategies and actions that we plan to use Title IV, Part A funds to supplement our education program:

- MSA-Bell will provide students with a well-rounded education including programs such as health and physical education, arts and civics, etc.
  - In an effort to provide well-rounded education to our students, MSA-Bell will strive to offer additional programs such as elective courses, clubs, health and physical education, arts, and civics;
  - MSA-Bell will strive to provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, and community service programs;
  - MSA-Bell will seek partnership opportunities with local universities and organizations to provide part of the programs mentioned above (health education, arts, civics, field trips, internships, community service programs, etc.)
- MSA-Bell will provide students with STEAM focused programs such as science fairs, advanced math courses/clubs, and engineering activities:
  - MSA-Bell will design its master schedule to include Accelerated and Advanced math classes/clubs;
  - MSA-Bell teachers will mentor students with STEAM focused projects, experiments, models or demos in their classes;
  - MSA-Bell will design and implement engineering-related courses and activities, such as Code.org activities and Project Lead the Way (PLTW) programs;
  - MSA-Bell will seek partnership opportunities with local universities and organizations to provide part of the programs mentioned above (mentorship to our students, PLTW, Los Angeles County Office of Education (LACOE) partnership for STEAM related programs, etc.)
- MSA-Bell will ensure that technology supports instruction.

- MSA-Bell will assure that students have physical access, support, and time to use classroom, school, and community resources, including instructional materials and technology;
- Teachers will use accessible technology tools and other resources on a regular basis to engage and enhance learning and to differentiate instruction to meet the needs of every student. Teachers will effectively use challenging resources that are mentally, visually, aurally, and kinesthetically stimulating. (Ex: internet, PowerPoint, interactive white boards, document camera, multimedia, educational software, interactive games and simulations, apps, class website, lab materials, manipulatives, assistive technology, etc.)
- Teachers and students will keep up to date with technology and blended learning practices. Teachers will model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law and student maintaining internet security. Teachers will provide resources and instructional materials that require cognitive engagement. Students will choose, adapt, or create materials to extend learning.

▪ Charter School will implement policies that encourage and support student attendance, positive student behavior and improvements. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.

- MSA-Bell will offer summer school classes and provide support to ensure timely middle school graduation and readiness for high school;
- MSA-Bell will implement restorative practices and Positive Behavioral Interventions and Supports (PBIS);
    - MSA-Bell will implement restorative practices, PBIS, and alternatives to suspension.
    - MSA-Bell will implement a positive behavior reward system and use its SIS for monitoring it.
- MSA-Bell will offer Life Skills program to supplement instruction;
- MSA-Bell will connect students and families with resources for social-emotional and behavioral support;
- MSA-Bell will seek partnership opportunities with local universities and organizations to provide part of the programs mentioned above (Los Angeles Unified School District (LAUSD) partnership for PBIS, behavior counseling and coaching support, etc.)

MSA-Bell aligns its federally-funded programs with the priority goals of the school and such funds provide the opportunity to innovate. The planning process supports continuous cycles of action, reflection, and improvement. We have identified the above-mentioned strategies and actions that we plan to use Title IV, Part A funds to supplement our education program through our information/input sessions including PTF meetings, SSC meetings, ELAC meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings. We will continually monitor implementation of the selected strategies and actions and reflect on their effectiveness; we will continue to inform our stakeholders and involve them in the cycles of planning, action, reflection, and improvement.

Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum Template

LEA name:

Magnolia Science Academy-San Diego

CDS code:

37-68338-0109157

Link to the LCAP:

(optional)

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A

Student Support and Academic Enrichment Grants

*(**NOTE:** This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

Title I, Part A; Title II, Part A; Title III, Part A; Title IV, Part A

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

The MSA-San Diego LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. It provides us with an opportunity to share MSA-San Diego's story of how, what, and why programs and services are selected to meet our local needs.

The Charter School LCAP committee, which includes the School Site Council (SSC) and other stakeholders, reviews input from all stakeholders and available data through surveys and student performance data. Based on stakeholder input and data (CA School Dashboard data, interim student assessment data, survey results, etc.), we reflect on our existing LCAP actions/services and measurable outcomes, continue or modify them for improvement, and we also plan for new actions and services as the needs arise.

The following are highlights from our LCAP and the strategies and actions that we plan to use federal funds to supplement our education program within the context of the LCAP actions and services.

LCAP Planned Actions/Services:	**Strategy/Activity to Be Supported by Federal Funds within the Context of the LCAP Actions/Services:**
▪ Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance. ▪ Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials. ▪ Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of	▪ Charter School will ensure that all teachers are supported with their credentialing needs and that they participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. Charter School will also monitor and evaluate teachers for their performance. ▪ Charter School will monitor how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. Charter School leadership team will make daily classroom observations using the MSA-San Diego teacher observation protocol which includes walkthroughs, informal and formal observations and formal evaluation.

standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom visits.	▪ Charter School will evaluate its teachers for their performance. Charter School will identify those areas the teachers need improvement to become more effective and efficient at their jobs and communicate with teachers about performance, mutually establish goals and identify actions for progress, and evaluate results. Charter School may use evaluation results as basis and documentation for performance pay, transfer, promotion, reassignment, or disciplinary action. **Rationale/Evidence:** To increase teacher effectiveness to improve teaching and learning in the classroom based on teacher PD needs assessment and evaluations.
▪ Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. ▪ Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.	▪ Charter School will provide CCSS aligned ELA and math instruction and ELD instruction, support and intervention to ELs and immigrant students, and monitor student progress in ELA/Literacy, math, and ELD as measured by the MAP tests and other assessments. ▪ The EL program coordinator sponsored by the Title III consortium lead will monitor MSA-San Diego protocol for teacher observation and feedback regarding the implementation of the ELD program monthly. ▪ The EL program coordinator sponsored by the Title III consortium lead will evaluate the EL services at the school at least semesterly. **Rationale/Evidence:** To provide necessary support to meet the unique needs of our ELs and immigrant students in attaining language and academic proficiency. (Based on ELAC input, the CA School Dashboard EL student group data as well as internal assessments.)
▪ During the day, Charter School will provide additional supports and interventions to all students, including ELs. ▪ Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. ▪ Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.	▪ Charter School will select a research-based reading intervention and math program that targets the individual literacy needs of struggling students and English Learners and includes ongoing assessments of student growth. ▪ Teachers and the leadership team will monitor student progress in ELA and math as measured by in-class/benchmark assessments, MAP and IABs. **Rationale/Evidence:** To provide necessary support to meet the unique needs of struggling students in their core classes and to monitor their progress. (Based on SSC input, the CA School Dashboard ELA/Literacy and mathematics assessments as well as internal assessments such as MAP and IABs.)

▪ Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. ▪ Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.	▪ In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, clubs, health and physical education, arts, and civics. ▪ Charter School will strive to provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, and community service programs. **Rationale/Evidence:** To increase student access to a broader course of study that supports well-rounded education. (Based on students' needs and interests and student and parent survey results.)
▪ Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8. ▪ Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.	▪ Charter School will design and implement engineering-related courses and activities, such Code.org activities and Project Lead the Way (PLTW) programs; ▪ Charter School will seek partnership opportunities with local universities and organizations (mentorship to our students, PLTW, San Diego County Office of Education (SDCOE) partnership for STEAM related programs, etc.) **Rationale/Evidence:** To increase student participation and achievement in innovative STEAM related courses and programs. (Based on research and our school's vision to graduate scientific thinkers who contribute to the global community as socially responsible and educated members of society.)
▪ Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.	▪ Teachers will use accessible technology tools and other resources on a regular basis to engage and enhance learning and to differentiate instruction to meet the needs of every student. Teachers will effectively use challenging resources that are mentally, visually, aurally, and kinesthetically stimulating. (Ex: internet, PowerPoint, interactive white boards, document camera, multimedia, educational software, interactive games and simulations, apps, class website, lab materials, manipulatives, assistive technology, etc.) ▪ Teachers and students will keep up to date with technology and blended learning practices. Teachers will model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law and student maintaining internet security. Teachers will provide resources and instructional materials that require cognitive engagement. Students will choose, adapt, or create materials to extend learning. **Rationale/Evidence:** To engage and enhance learning and to differentiate instruction to meet the needs of every student.

	(Based on research and teacher PD needs assessment and evaluations.)
▪ Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings. ▪ Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. ▪ Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level. ▪ Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement. ▪ Charter School will annually administer school experience surveys to students, parents, and staff.	▪ Charter School will pursue an integrated strategy to support the exchange of information, purposeful interaction, and meaningful participation between the school, families, and community partners to support student learning and achievement. This will include but not be limited to SSC, ELAC, and PTF meetings, parent activities/events, web portal, home-visits, and school experience surveys. ▪ Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL students and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, using SIS to check student progress, study habits, and family literacy. ▪ Charter School teachers will schedule and make home-visits. Teachers will document the visits, evaluate them and share necessary information with the appropriate staff (grade level team, counselor, administrator, etc.) ▪ Charter School will use an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and students' own strengths and weaknesses. This feedback instrument will provide teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. **Rationale/Evidence:** To increase our stakeholders' connectedness through parental participation in programs and parent input in making decisions for the Charter School so our stakeholders feel a sense of community. (Based on research; our school community's positive experience with our meetings, programs, and home visits; parent input and feedback as well as student, parent, and staff survey results.)
▪ Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs. ▪ Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. ▪ Charter School will offer summer school classes and provide support to ensure timely middle school graduation. ▪ Charter School will annually assess its suspension/expulsion	▪ Charter School will offer summer school classes and provide support to ensure timely middle school graduation and readiness for high school. ▪ Charter School will implement restorative practices and Positive Behavioral Interventions and Supports (PBIS). o Charter School will implement restorative practices, PBIS, and alternatives to suspension. o Charter School will implement a positive behavior reward system and use its SIS for monitoring it.

policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices. ▪ Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	▪ Charter School will offer Life Skills program to supplement instruction. ▪ Charter School will connect students and families with resources for social-emotional and behavioral support. **Rationale/Evidence:** To increase our students' sense of safety and school connectedness by providing academic, behavioral, and social-emotional support; to increase middle school graduation rate and student attendance; and to avoid chronic absenteeism, school dropout, student suspension and expulsion. (Based on research; our school community's positive experience with PBIS; student, parent, and staff input and feedback as well as survey results.)

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

MSA-San Diego's vision is that our graduates are scientific thinkers who contribute to the global community as socially responsible and educated members of society. MSA-San Diego 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. We have identified the following core values, which are reinforced through our curriculum, student learning outcomes (SLOs), and all school activities: Excellence, Innovation, and Connection. Our three LCAP goals stem from our core values:

- EXCELLENCE: All students will pursue academic excellence and be college/career ready.
- INNOVATION: All students will become independent, innovative scholars.
- CONNECTION: All students, families, staff, and other stakeholders will feel a sense of community and connectedness.

In order to promote learning and provide a more positive learning experience for our students, MSA-San Diego has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our accountability plans (LCAP, LCAP Addendum, SPSA, WASC, etc.)

Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings. Parents on our PTF and SSC also serve as our parent advisory committee for Local Control and Accountability Plan (LCAP). Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our parent advisory committee and ELAC provide valuable input for the LCAP and SPSA. In addition, the Charter School conducts surveys for parents, students, and staff, and the Charter School staff make home visits. These all serve as ways to inform, educate, and gather input & feedback from all critical stakeholders.

MSA-San Diego has an approved charter petition with measurable student outcomes and methods to assess student progress, a SPSA with planned improvement in student performance in reading and mathematics and in programs for English Learners, and a WASC action plan for continuous school improvement. Therefore, the LCAP and the LCAP Addendum are received by our community as a

comprehensive planning tool that draws from all other school plans and addresses the state priorities and locally identified priorities as well as the ESSA requirements.

MSA-San Diego aligns its federally-funded programs with the priority goals of the school and such funds provide the opportunity to innovate. The accountability plans planning process supports continuous cycles of action, reflection, and improvement. The academic, accountability, and finance departments at our Home Office and our back-office support provider work closely with us; they monitor and support our progress as well as review every federally-funded expense to ensure funds are expensed appropriately and that we are compliant. Our budgeting and accounting processes are designed so that state and local funds and federal grant funds are all budgeted and accounted for and aligned according to our school accountability plans.

MSA-San Diego teachers and administrators continually analyze schoolwide and disaggregated student achievement data (CA School Dashboard, CAASPP, NWEA MAP, ELPAC, IABs, grades, etc.) as well as SEL and survey data, teacher observation data, and input from all stakeholders to:

- Improve safe learning environments and promote student engagement;
- Identify targeted areas for curriculum, instruction, and other program improvements to support the academic achievement and social-emotional well-being for all students;
- Implement a multi-tiered system of support available to all students to provide increasing levels of support and academic intervention to meet the needs of students;
- Consistently modify interventions based on formative data to more effectively meet the learning needs of all students;
- Align policies, resources, and funding to our documented LEA goals and priorities, and oversee the impact of those funds;
- Select research-based practices;
- Monitor school progress, guide instructional practice, and make school governance decision;
- Adopt a multi-year, standards-based professional learning plan, based on data and a needs assessment and organized around a comprehensive set of program priorities;
- Monitor the effectiveness of the professional learning plan and to determine new opportunities;
- Provide intensive and targeted support of teachers through coaching and mentoring programs;
- Monitor the effectiveness of programs and practices and make necessary revisions in order to continuously increase student achievement;
- Determine next steps in order to clearly understand the challenges within the school community;
- Retain highly effective and qualified teachers that have the necessary skills to implement evidence-based practices;
- Make effective decisions that benefit students.

As described above, MSA-San Diego strives to attain a collaborative culture of data analysis, needs assessment, planning, aligning funding to our documented LEA goals and priorities, reflection, and improvement. All our stakeholder groups (parents, students, staff, SSC, ELAC, PTF, Home Office support team, Board of Directors, charter authorizer, ACS WASC, and our community partners) are critical, active, informed, and responsible participants in this process to ensure we make effective decisions that benefit students.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 *(as applicable)*

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

(A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;

(B) identifying students who may be at risk for academic failure;

(C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and

(D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 *(as applicable)*

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 *(as applicable)*

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

(A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and

(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 *(as applicable)*

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 *(as applicable)*

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. (N/A if your LEA is a charter school or COE)

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and it is a single-school LEA.

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

In order to promote learning and provide a more positive learning experience for our students, MSA-San Diego has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual LCAP and other plans such as the LCAP Addendum and School Plan for Student Achievement (SPSA).

Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings. Parents on our PTF and SSC also serve as our parent advisory committee for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, immigrant students, etc.) Feedback from our parent

advisory committee and ELAC provide valuable input for the new LCAP. In addition, MSA-San Diego conducts surveys for parents, students, and staff, and the school staff make home visits. These all serve as a way to inform, educate, and gather input & feedback from all critical stakeholders.

MSA-San Diego holds periodical meetings to gather input from our stakeholders. These include monthly PTF meetings, quarterly SSC meetings, quarterly ELAC meetings, monthly parent activities/events including Coffee with the Principal meetings, weekly staff meetings, and other stakeholder meetings. The school conducts a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. A majority of our stakeholders participate in this survey. MSA-San Diego staff also makes home visits annually and seeks feedback from the parents for school improvement.

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

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

Within 60 days of the beginning of school, the School sends [e.g., via mail, sent home with students, and/or placed in orientation packets and/or registration packets] a notice to all parents containing, but not limited to, the following information:

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

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

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

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

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

to ensure parity between the principal, classroom teachers and other school personnel; (b) equal numbers of parents or other community members selected by parents, and pupils. Classroom teachers shall comprise the majority of persons represented under category (a). (Education Code Section 52852) Furthermore, Education Code Section 52852 states that parents or community members on the SSC may not be employed by the school district.

Additionally, the SSC will be involved in decisions regarding how funds reserved for parent involvement activities are allotted for those activities.

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

Building Capacity for Involvement:

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

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

- The LEA will encourage parents to serve on its board of directors;
- The LEA will seek input from the PTF and the SSC on ways to assist parents to understand the Standards and Requirements.
- The LEA will encourage parents to serve on its board committees.
- The LEA will regularly publish in its Newsletter, and/or on its website, descriptions and explanations of State academic content standards and State student academic achievement standards, State and local academic assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve the academic achievement of their children.
- Regular meetings will be held by the LEA at community libraries and/or parent volunteer homes to discuss how parents can work with educators to improve their child's academic achievement.
- The LEA will hold Back to School nights to introduce parents to the School's curriculum and its correlation to the State's academic content standards and academic achievement standards.
- Parents will be invited to attend regular classes to learn about State and local academic assessments and to take sample tests.

B. Helping Parents to Work with their Children

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

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

Families without home computers will be encouraged to come to the school and use one of the available computer stations. Classes are held at the school on how to use the portal as well as how to access it via free Internet access at public libraries if that is more convenient than coming to the school.

- The LEA will provide parents with access to literacy programs that bond families around reading and using the public library.
- The LEA will provide annual seminars on parenting skills and parent-child communication.
- The school's psychologist will work with parents to better understand their children and the issues facing them.
- The LEA will train parents how to tutor their children in the school.
- Individualized student and parent advisory sessions: Each of LEA teachers and mentors will be assigned to a small group of students. They will arrange two to four meetings at school during the school year to discuss their students' academic achievements.
- One-on-one meetings with the parents of academically low-achieving students to support the parent in providing the student the study environment he/she needs.

Education on Parent Involvement:

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

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

- Home Visits: Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, the LEA will use home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with low-achieving students.
- The LEA teachers will visit students at their homes to enhance student learning and involvement. Family visits offer invaluable insights about students. They can provide new understanding about students' learning styles. Visits might also reveal the emotional and social needs and behaviors of students. It is helpful to know if they react to problems with tears, anger, or withdrawal, and how they socialize with peers. Through family visits, teachers can identify students' latest interests or concerns, such as a new hobby, an upcoming trip, or a change in the family.
- A phone tree will be established where volunteers call all parents of participating students to solicit feedback and ideas for building ties between parents and the LEA, how to best communicate with parents and how to work with parents as equal partners.
- A survey will be sent home to parents of participating students that solicits information on what skills each parent has to offer the LEA and what types of parental involvement programs in which parents would most likely participate.

Other Optional Parent Participation:

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

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

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

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

School-Parent Compact:

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

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

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

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

- The LEA will hold regular meetings, and send notice of these meetings, for the purpose of formulating and responding to recommendations from parents of participating children.
- The LEA will provide language translators at parent meetings to the extent practicable.
- The LEA will schedule meetings to enable families to share information about culture, background, children's talents and particular needs for the schools.
- The LEA will provide parents of limited English proficiency with access to English as a Second Language (ESL) classes to increase their English language proficiency to assist their children with homework. The school's principal will visit the classes to interact with the parents.
- English Learner Advisory Committee: The English Learner Advisory Committee (ELAC) is mainly a committee of parents or other community members who want to advocate for English Learners. The committee provides parents of English Learners opportunities to learn more about the programs offered to their students and advises the principal and the School Site Council (SSC) on programs and services for English Learners.

State law mandates each school site with 21 or more students of Limited English Proficiency (LEP) in attendance, regardless of language, to form a functioning English Learner Advisory Committee (ELAC).

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

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

Notices:

In accordance with law, the LEA will provide the following notices to our parents:

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

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

As explained in Section "Parent and Family Engagement," MSA-San Diego parents and families are involved in the development of the LCAP Addendum, School Plan for Student Achievement (SPSA), and the LEA's Local Control and Accountability Plan (LCAP). On an annual basis, MSA-San Diego will submit California Department of Education ("CDE") –required plans to the Parent Council for review and suggested changes before appropriate plans are submitted to the authorizers and the CDE with the Consolidated Application. In addition, all parents of participating children will annually be invited to review the LEA's plans and submit comments.

All parents will be involved, to the extent applicable, in the process of school review and improvement. This includes disseminating the results of the local annual review of each school served under Title I, Part A to parents. In addition, the parents will be invited to annually review the effectiveness of the parental involvement policy and other Title I, Part A activities and provide comments to the LEA.

Programs:

MSA-San Diego will implement the Multi-Tiered System of Supports (MTSS) as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system to support students. The framework of MTSS utilizes high quality evidence-based instruction, intervention, and assessment practices to ensure that every student receives the appropriate level of support to be successful. A Multi-Tiered System of Supports align with the academic standards and behavioral expectations, in order to accelerate the performance of every student to meet and/or exceed proficiency.

To support students academically, social-emotionally and behaviorally, and create a climate of academic success, MSA-San Diego recognizes that we must address the needs of the entire child. Often, we focus on punitive and remedial practices, therefore, we may unknowingly reinforce unwanted and antisocial behaviors. MSA-San Diego implements a positive behavior support program. Program expectations require students to be Safe, Responsible and Respectful. The school tracks behaviors using a point system, to reward students for demonstrating positive behavior. Our school personnel (Dean of Academics/Department Chairs) lay a foundation to engage students and enhance learning. Our school community works together to establish agreed upon norms, build relationships, learn pro-social behaviors, improve academics and demonstrate a culture where adults encourage motivation and knowledge is co-constructed through multi-tiered systems of support.

MSA-San Diego has ability to quickly identify low-achieving students through frequent benchmark assessment and review of individual student data. Students who are achieving substantially below grade level are recognized through multiple measure assessments including in-class assessments, NWEA MAP assessments and other program data through ALEKS, Khan Academy, myON and StudySync.

MSA-San Diego utilizes data and progress monitoring to determine best practices to support student achievement. Teachers and student stakeholders are invited to meet with teachers to discuss possible intervention methods and learn how they can participate in helping with their child's education. Parent-teacher meetings at the school are followed by home visits as needed.

The intervention model that is written into the schedule for the MSA-San Diego program is flexible intervention that can be used with a variety of curriculum and varying schedules. MSA-San Diego's principal approach is to intentionally build consistent math and ELA intervention time into the entire school schedule. A variety of implementations are used. Implementation strategies may include:

- Intervention block every day or 2-3 times per week (a student may have reading intervention on one day and math on the next)
- Intervention/Enrichment computer tutorials where the teacher can tutor selected students
- Specialist, instructional assistant, and volunteer support during intervention time
- Divide students up by need and send to different teaching team members for support during intervention blocks

During intervention teachers use educational materials that provide review, re-teach and enrichment programs. McGraw Hill's publisher resources, ALEKS, Curriculum Associates' Ready Common Core program, Kuta software, Khan Academy, Accelerated Reader and Accelerated Math program, Achieve3000, and Buckle Down allow teachers to monitor the progress of students who are achieving below grade level and provide software generated tests and personalized instructional materials based on CCSS and areas of growth. MSA-San Diego has Teacher Assistants on all levels to support overall achievement.

Tiered intervention implementation is outlined below. Student progress is closely monitored through a well-integrated system of instruction and intervention guided by student assessment data.

Intervention Cycle and Process

MSA-San Diego uses the following to inform, monitor, and implement response to intervention strategies:

- Historical student data
- Data related to SBAC results and Spring NWEA MAP data from previous year
- NWEA Diagnostic data
- Fall NWEA MAP
- Progress monitoring data
- Classroom Assessment Data
- SBAC Interim Data
- SBAC Interim Block Assessment
- SBAC Interim Comprehensive Assessment
- Spring MAP
- Winter MAP (optional)

Tier 1: High-quality instruction, progress monitoring, differentiated learning, group interventions, classroom accommodations

The RTI process begins at Tier 1 with high quality instruction and universal screening of all children within the general education setting. Through the use of formative assessments such as the MAP test, the school establishes a baseline to identify students who need additional support and struggling learners are provided classroom accommodations and differentiated instruction to meet their needs. Tier 1 academic supports include technology-rich instruction, progress monitoring, differentiated learning, group interventions and classroom accommodations. Using strategies and tools such as adaptive programs, NWEA MAP universal screening, Integrated and Designated ELD, Explicit Direct Instruction, and Culturally Responsive Teaching. Tier 1 behavioral and socio-emotional supports are centered around School-Wide PBIS, led by the Dean of Students. With clear expectations taught through a Life Skills course and etiquette program students earn rewards for desired behaviors. Assemblies, student surveys and our SSPT process encourage student participation and voice.

Within Tier 1, a student may receive the following supports:

- Adaptive programming in McGraw Hill's ALEKS and StudySync
- Khan Academy
- BrainPOP ESL

- Discovery Education
- myON
- National Geographic
- 1:1 devices
- Advisory/SSR

The length of time in Tier I interventions may vary, but generally does not exceed eight weeks. During that time, the school will continue to evaluate student progress based on interim data such as Smarter Balanced Interim Block Assessments, Comprehensive exams, and classroom assessments. At the end of this period, students showing significant progress are exited from interventions, while those needing more intensive supports are moved to Tier 2. A student success team is gathered to determine intensive support.

Tier 2: Targeted Interventions

Tier 2 focuses on targeted interventions to create a high-quality differentiated environment where students are supported to engage at their optimal levels. The school uses co-teaching strategies, and "Power" classes for mathematics and ELA intervention. Additionally, students with targeted needs receive tutoring, Saturday and Summer school instruction is available universally. When students are identified as needing additional support, restorative practices are utilized such as peer mediation, new-comer and behavior management support groups, community restoration assignments, goal setting and monitoring and Edge Coaching.

Students not making adequate progress with Tier I interventions are matched with more intensive academic and/or behavioral support based on their needs. These services are provided by general education teachers, math and literacy coaches, and special education teachers. In small groups and within the general classroom setting, students may access:

- Power Classes (Math and English)
- Co-taught classes
- Push-in support
- Before and after school tutoring
- SSR/Advisory

Pull out supports are utilized to support students who require additional academic support and the learning lab will be used.

Students receiving Tier 2 interventions may require a longer period of monitoring, however, it does not typically exceed a semester. Students who do not demonstrate progress are moved into Tier 3. While students who have shown significant progress are placed into Tier 1.

Tier 3: Intensive Interventions and Evaluation

Tier 3 assists those students in most academic need. Our schools have both push-in and pull-out services with specialists to ensure students' needs are met. Using of our Special Academic Instruction program, instructional aides, learning centers, and Saturday school we are able to help our most struggling learners close the achievement gap. Support for our exceptional learners include search and serve to meet their needs and an accelerated math pathway. Supports for behavior and socio-emotional are centered around restorative practices. Utilizing reflection committees, we determine the proper intervention for individual students. Using trauma-informed practices and socio-emotional wellness, these strategies and programs address the needs of all scholars including the most vulnerable, academically and emotionally unresponsive students.

In Tier 3 of the MSA-San Diego's RTI program, students receive individualized, intensive interventions that target specific skill deficiencies that include:

- All Tier 2 interventions
- Push-in and Pull-out support: Education Specialists, Intervention Teachers, and Literacy Coaches provide push- in and pull- out support in core classes to learners receiving Tier 3 interventions. Support providers assist teachers in creating accommodations and differentiated learning experiences so that all students may access class materials. If it is deemed that students would benefit from further individualized support, they are pulled out for more intensive instruction.

- Study Skills classes: Study Skills courses are taught by Education Specialists as an elective course for students in need of additional support in note taking, organization, exam preparation, assignment completion, and time management.
- Instructional aides in the classroom: Instructional Aides support teachers with instruction by working individually with students, assisting in stations, clarifying instructions, and reteaching. IA's also provide behavioral support and reinforce the school's Positive Behavior Interventions and Support ("PBIS").
- Saturday School: Students assigned to Saturday School work with teachers on foundational skills related to their coursework.
- Learning Center: The Learning Center or Resource Classroom is designated as a space for both Special Education and General Education students to receive academic support from Education Specialists and Instructional Coaches. Students can complete assignments, test in small settings, use computers, and work with their peers on group assignments.

If the Student Success Team believes further intervention is necessary, then the student may be referred to special education or 504 services.

While Tier 3 students may access a variety of academic supports before and after school including tutoring, Saturday school, and teacher coaching, the majority of interventions are given throughout the school day to ensure that students receive the full benefits of their individualized instruction. Services in the learning center, push-in and pull-out assistance, instructional aides, and study skills classes are all provided to students during the school day.

Equitable Access to the Curriculum:

MSA-San Diego utilizes an instructional program that emphasizes equitable access to the curriculum for all learners, including students with disabilities. These include:

Co-Teaching/Push-in/Pull-out Support- MSA-San Diego supports its exceptional populations by utilizing multiple methods of providing special education services. MSA-San Diego fosters an inclusive model of education. As such, Professional Development in the area of co-teaching allows teachers to grow their ability to educate and service students of varying abilities. In order to effectively implement a co-teaching model, special education and general education teachers are given time to co-plan and develop lessons so that students are provided appropriate supports and accommodations. Students who require additional assistance, receive services in a push-in or pull-out model where they receive more individualized attention.

Additionally, the digital formatting of our McGraw Hill curriculum allows teachers to collaborate on unit and lesson plans to ensure that all students' accommodations and needs are being addressed. This system is setup such that all students attend every class. The Special Education teacher and various paraprofessionals provide instructional support within the general education setting. This allows for all student groups to be supported while participating in the least restrictive environment throughout the day.

Embedded Supports- In addition to the on-site staff coordinated by the Special Education and/or RTI Coordinator, MSA-San Diego contracts with an outside service provider to support children's learning needs, such as intervention specialists, speech and language therapists, and occupational therapists who work with teachers to provide the least restrictive and most accessible learning environment. Special education aides work directly in the classroom, providing customized support to students throughout the day, and are valuable members of the team.

Differentiated Instruction- Teachers at MSA-San Diego deliver a curriculum that is tailored to each student's interests and needs. This support includes accommodations, use of technology, and data-informed decisions, such as utilizing Lexile reading scores and bringing technology into the classroom.

Socio-economically disadvantaged/low income students:

The instructional design of MSA-San Diego addresses the needs of low-income and socio-economically disadvantaged students. Socio-economically disadvantaged students are identified through their participation in the Free and Reduced Lunch program. Counseling, intervention/remediation, individual tutoring and free eligibility to after school social, academic and athletic programs are some of the many programs that support our socio-economically disadvantaged students. Home visits, motivational guest speaker programs, parent meetings, university and college visits, and instructional field trips are planned to shape the educational vision of the student and the

family. Socio-economically disadvantaged students have role models around them who will inspire motivation to focus on lessons and self-confidence with the discovery of their potential.

The Charter School administration ensures that these programs are available to all students, including socio-economically disadvantaged students, and works with the teachers and parents to encourage for student participation in these programs. The administration monitors the performance and progress of socio-economically disadvantaged students through the use of MSA-San Diego's data cycle.

MSA-San Diego is currently considered a Title I, Part A Targeted Assistance School (TAS) because we do not have a poverty percentage of 40 percent or above. Our criteria for eligible students include students identified as failing or most at risk of failing to meet the State's academic content standards as measured by the MAP tests and teacher assessments (described above in this section in detail) and students who are economically disadvantaged, EL, homeless, with disabilities, migrant, or have been neglected and/or delinquent. Even though MSA-San Diego is considered a TAS, our intervention and support systems, such as Power English/Power Math classes during the day, after school and Saturday tutoring are available to all students who need it.

Annual Evaluation:

Even though MSA-San Diego is considered a TAS, we implement a schoolwide program where the comprehensive needs assessment is done and evaluated annually with our stakeholders based on many achievement and growth metrics, including CAASPP proficiency rates in ELA/Literacy and math, CA School Dashboard status and growth data, NWEA MAP growth data, student grades, and other assessments described in this section.

MSA-San Diego, with the involvement of parents and our SSC, conducts an annual evaluation of the content and effectiveness of our schoolwide programs as well as our family involvement policy in improving the academic quality of the school under Title I, Part A, including identifying barriers to greater participation by parents in activities under ESSA. MSA-San Diego pays particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. MSA-San Diego will use the findings of such evaluation to design strategies for more effective parental involvement and to revise, if necessary, our family involvement policy. Please see section "Parent and Family Engagement" for more details.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

LEA is an independent, direct-funded charter school and it is a single-school LEA. MSA-San Diego Homeless Liaison shall ensure that:

1. Homeless students are identified by school personnel and through coordination activities with other entities and agencies.
2. Homeless students enroll in and have a full and equal opportunity to succeed at MSA-San Diego.
3. Homeless students and families receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by MSA-San Diego, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.

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

Homeless children and youth will be identified through:

1. The application process for enrollment (self-identification)
2. School personnel recommendations
3. Coordinated activities with other entities and agencies

MSA-San Diego will comply with all federal, state, county, and other data collections and reporting requirements regarding homeless children and youth.

In order to provide equal access to our school, the MSA-San Diego annual student recruitment plan shall include efforts to reach homeless families, children, and youth via free public events, community centers, and local homeless service providers. Homeless students may also be identified at the time of enrollment (through self-reports).

Homeless youth will not be discriminated against in the application process. Homeless children and youth will be allowed to apply for enrollment in accordance with current MSA-San Diego enrollment policies even if the parent/guardian is unable to provide the school with the records normally required for enrollment such as previous academic records, birth certificate, medical records, proof of residency, or other documentation. The MSA-San Diego designee shall immediately contact the school last attended by the student to obtain the relevant records. If the student needs to obtain immunizations or does not possess immunization or other medical records, the designee shall refer the parent/guardian to the homeless liaison. The liaison shall assist the parent/guardian in obtaining the necessary immunizations or records for the student.

In the case of an unaccompanied youth, the homeless liaison shall assist in the enrollment process. Unaccompanied youth shall be immediately enrolled if space is available even if unable to provide the school with the records normally required for enrollment (as above), and despite lack of parent or legal guardian's supervision or permissions, or "power of attorney" by supervising adult.

Any confidential record ordinarily kept by the school, including immunization or medical records, academic records, birth certificates, guardianship records, and evaluations for special services or programs, of each homeless child or youth will be maintained so that the records are available, in a timely fashion, when a child or youth enters a new school or school district.

Homeless students automatically qualify for free breakfast and lunch at MSA-San Diego. Families do not have to fill out an application or provide proof of income. Homeless students will be added to the free meals program as soon as they have been identified.

Per the McKinney-Vento Act, LEAs must provide services to homeless children/youth that are comparable to those received by other students in the school selected, including transportation. In addition, schools must provide transportation for homeless students to and from their school of origin, if feasible.

MSA-San Diego, where feasible, applicable, at the request of the parent/guardian and/or in the best interest of the homeless children and youth shall provide transportation to students experiencing homelessness to ensure the students are able to stay at MSA-San Diego for the duration of their homelessness. MSA-San Diego may work with the youth's district of residence or other agencies to provide transportation services.

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

(A) through coordination with institutions of higher education, employers, and other local partners; and

(B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LEA is an independent, direct-funded charter school and it is a single-school LEA serving students in grades 6-8.

High School & College Readiness:

MSA-San Diego provides a college preparatory educational program emphasizing science, technology, engineering, arts and math in a safe environment that cultivates respect for self and others. Through Honors, accelerated, and online courses, students who demonstrate high achievement, interest and/or ability are provided the opportunity for a rigorous learning environment. We work with our students to ensure their transition to high school is a successful one and that it complements the rigorous course schedule offered at MSA-San Diego.

MSA-San Diego upholds the belief that college is attainable through academic success and persistence. The MSA-San Diego program provides students with the emotional and instrumental support students need to become college and career ready. To enrich college-going activities, our Dean of Academics and students regularly visit college campuses and research requirements. By nurturing students' college aspirations, supporting college/career preparation activities and advising students on how to make successful transitions from middle school to high school and eventually to their colleges of choice.

Advisory Program:

Our students take Advisory all three years of middle school. Each student works closely with their Advisory teacher to explore and set academic and career goals. Students take part in team building activities, community service opportunities and work toward their high school portfolio. Advisory also provides curriculum to increase student knowledge and ability in skills necessary for everyday living. The program emphasizes defining personal values, goal-setting and planning, making decisions and solving problems, evaluating information and dealing with media and peer pressure, communication and relationships, decision-making, wellness and personal safety, and contributing to your community.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

(A) assist schools in identifying and serving gifted and talented students; and

(B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LEA is an independent, direct-funded charter school and it is a single-school LEA serving students in grades 6-8.

MSA-San Diego may use Title I, Part A funds to support our GATE Program and School Library/Reading & Digital Literacy Skills Program as described below.

GATE Program:

MSA-San Diego is committed to supporting gifted and highly capable students in a safe, caring environment which promotes a college preparatory, STEAM education. Instructional programs for Gifted and Talented students are based on the core principles that all students have the potential to excel and should have the opportunity to develop their individual abilities, interests and potential. The purpose of the MSA-San Diego GATE program is not to simply identify the highest achieving students, but rather, identify students with exceptional abilities, those that go well beyond their peer group.

MSA-San Diego's advanced academic programming serves students in grades 6-8 and offers highly challenging learning opportunities that adhere to our Core Values of Excellence, Innovation, and Connection. Educational experiences and are designed to meet the needs of advanced learners with an emphasis on innovation, critical thinking, and logical reasoning. MSA-San Diego serves GATE students through a number of delivery models and settings so that students obtain an optimal level of learning. These include, but are not limited to, Honors/Scholars classes, cluster groupings, acceleration (math, etc.), enrichment activities, independent studies, and group projects.

MSA-San Diego's GATE identification procedures are equitable, comprehensive, and on-going. Assessments and recommendations for the program reflect best practices and are research-based. MSA-San Diego understands that examinations alone may not reflect the abilities of all students, as well as GATE students of diverse populations. Therefore, MSA-San Diego includes teacher and/or administrator recommendations as well as work samples in its identification process. In order to identify a student as gifted, evidence must be gathered relating to his/her ability to perform beyond chronological peers. Data should be broad enough to discover aptitudes across racial, ethnic, and economic groups.

School Library/Reading & Digital Literacy Skills Program:

All MSA-San Diego students participate in Sustained Silent Reading (SSR) for about half an hour day, every day. MSA-San Diego utilizes myON reader, a personalized, online literacy program that helps teachers manage and monitor a student's independent reading practice. myON is used as a reading intervention, as it generates book recommendations within each learner's target Lexile ranges. Accommodations such as audio narration to model reading fluency, highlighting text, and the use of embedded dictionaries, allow learners to develop academic vocabulary and reading fluency. Teachers have access to data related to Lexile levels which informs their teaching and supports differentiation. Once completed, the student is administered an online assessment which informs the teachers of the student's progress. If a student continues to struggle while reading at his or her level, additional interventions are implemented. All teachers use assessment results to inform Response to Intervention (RTI) strategies.

Besides online resources, MSA-San Diego also strives to provide a rich collection of texts through school and classroom libraries to support literacy instruction and academic achievement. Our teachers promote greater amounts of reading, increased reading

frequency, and more diverse reading experiences among their students, thus helping them to attain greater levels of reading achievement.

Title I, Part A Use of Funds:

MSA-San Diego aligns its federally-funded programs with the priority goals of the school and such funds provide the opportunity to innovate. The planning process supports continuous cycles of action, reflection, and improvement. Through our information/input sessions including Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings, we have identified the following strategies and actions that we plan to use Title I, Part A funds to supplement our education program:

- Supporting teachers with their PD needs in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment; monitoring and evaluating teachers for their performance;
- Providing CCSS aligned ELA and math support and intervention to all students, including ELs and immigrant students, and monitoring student progress in ELA/Literacy and math as measured by the interim assessments (MAP, IAB, etc.);
- Promoting a college-going culture through college visits and other college related activities;
- Providing students with a well-rounded education including programs such as health and physical education, arts and civics, GATE programs, school library/reading and digital skills programs, etc.;
- Supporting instruction with technology;
- Pursuing an integrated strategy to support the exchange of information, purposeful interaction, and meaningful participation between the school, families, and community partners to support student learning and achievement. This will include but not be limited to SSC, ELAC, and PTF meetings, parent activities/events, web portal, home-visits, and school experience surveys;
- Implementing policies that encourage and support student attendance, positive student behavior and improvements.

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend**.**

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

MSA-San Diego conducts credential review as part of teacher hiring process and support our teachers' credentialing needs. We also annually review master schedule/teacher assignments to ensure compliance. We ensure that all teachers are supported with their credentialing needs and that they participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. MSA-San Diego also monitors and evaluates teachers for their performance.

MSA-San Diego monitors how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. The school leadership team makes daily classroom observations using the Magnolia Public Schools (MPS) teacher observation protocol which includes walkthroughs, informal and formal observations and formal evaluation.

MSA-San Diego evaluates teachers for their performance. We identify those areas the teachers need improvement to become more effective and efficient at their jobs and communicate with teachers about performance, mutually establish goals and identify actions for progress, and evaluate results. Evaluation results may be used as basis and documentation for performance pay, transfer, promotion, reassignment, or disciplinary action.

Professional development occurs both at the organizational level and school level. In addition to ongoing professional development activities that support efforts to increase student academic performance, MSA-San Diego provides all staff with multiple opportunities to grow professionally. MSA-San Diego assesses staff professional development needs through formal and informal performance observation and surveys. Based on these data and combined with the school improvement plan actions in our LCAP and SPSA, MSA-San Diego determines common staff development days, and tailors staff development to individual staff needs.

PROFESSIONAL LEARNING COMMUNITIES ("PLCS")

MSA-San Diego is organized into Professional Learning Communities by grade level and by department. PLCs seek to transform a school into a community that fosters mutual cooperation, emotional support, personal growth, and a synergy of effort. Combined with the school improvement plan actions in our LCAP and SPSA, the answers to the following questions are studied in PLCs:

- How do we ensure that students learn?
- How do we foster a culture of collaboration?
- How do we ensure results?

We use PLCs to:

- Clarify intended outcomes
- Develop common assessments
- Jointly analyze student achievement data
- Establish team improvement goals
- Share best practices and materials
- Engage in collective inquiry and action research regarding student learning
- Support system and sense of efficacy
- Promote more engaged, motivated, and successful students with reduced absenteeism
- Focus on students' needs academically and behaviorally

As an implementation of the PLC at MSA-San Diego, all staff will read educational literature and make informed recommendations for school and system-wide improvement. The staff will produce an annual reading list recommended by the PLCs. The following literature will be on MSA-San Diego's staff reading list: Alan Blankstein, Failure Is Not an Option: 6 Principles That Advance Student Achievement in Highly Effective Schools; Dr. Robert Marzano's Classroom Management That Works: Research-Based Strategies for Every Teacher; Carol Ann Tomlinson's How to Differentiate Instruction in Mixed-Ability Classrooms, and Doug Lemov's Teach Like A Champion.

SCHOOL-WIDE MEETINGS AND PROFESSIONAL DEVELOPMENT ACTIVITIES

Department Level Staff Meetings

All teachers meet departmentally every month to:

- Share Time: Presentation by a member on an effective classroom strategy
- Vertically align curriculum
- Analyze student achievement data (NWEA MAP, CAASPP, ELPAC, grades)
- Improve instructional strategies per data indicators
- Differentiate instruction
- Plan major departmental events
- Discuss other departmental issues and policies

Department Chairs are responsible for minutes and forwarding action items to the appropriate administrative leaders.

Grade Level Staff Meetings

Grade level teachers meet once a month and collaborate on the issues below:

- Classroom strategies
- Sharing promising practices
- Curricular and academic issues (grading uniformity, homework load, differentiation, and other academic issues)
- Support for students with academic challenges (IEP, 504, RTI, SSR, Accelerated Reader, Accelerated Math, Tutoring)
- Discussion of student academic supports (peer tutoring, mentorships)
- Long-term projects (science fair projects, English & history & math projects)
- Integration/thematic units/horizontal alignment of the curriculum
- Field trips
- Discussions and strategies for students with behavioral problems
- School/grade level wide incentive programs
- Other common grade level and school wide issues

Grade Chairs are responsible for minutes and forwarding action items to the appropriate administrative leaders.

Wrap Up Meetings

MSA-San Diego staff participates in end-of-the-year meetings to focus on evaluation of student achievement data, effectiveness of the programs such as testing, curriculum, and intervention programs, counseling, after school, and other school matters. These meetings help staff prepare a professional learning plan for themselves and review what worked well during the school year. These plans and feedback are addressed in the summer in–service program.

Summer In-Service Programs

MSA-San Diego holds orientations and trainings for both new and veteran teachers to familiarize them with policies and procedures regarding the Charter Schools' operations, and the academic and education program goals for the year. A teacher workshop/summer in service program is held in August for about two weeks. The program consists of at least four days of intensive training, after which teachers continue their studies at their school sites and communicate with each other via grade level and subject area email groups.

Peer Observations

MSA-San Diego believes that every effective teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally. Therefore, each teacher is required to make monthly class visits to other teachers' classrooms to observe effective strategies and reflect on his/her observations by using peer observation beneficiary forms. These forms are used to create a professional development plan for individual growth.

Formal Observations/Evaluations

All teachers are observed in the classroom by department chairs and the administrative team (Dean of Academics, Principal and Chief Academic Officer). A rubric guides observation and allows for the development of constructive feedback. MSA-San Diego's formal teacher evaluation program is comprehensive and includes an evaluation of academic performance of their students. All teachers are evaluated annually. A pre-conference and post conference are scheduled for each of the evaluation.

Walkthroughs

MSA-San Diego administration/Department Chairs make regular walkthroughs in each teacher's classroom. This quick and informal visit provides teachers immediate and constructive feedback in specific areas to improve instruction and student learning.

Beginning Teacher Support and Assessment Program ("BTSA")

MSA-San Diego provides new teachers with BTSA, a two-year program that provides beginning teachers with collegial support, guidance, professional development, motivation to continue in the profession, and training. It links college level teacher preparation with classroom application.

Ongoing Professional Development Program for Special Education

MSA-San Diego conducts ongoing in-services for special education. During the August in-service training a specialist trains our entire staff about services and programs related to students with learning disabilities. MSA-San Diego's special education teachers train the staff on the IEP documentation and how to implement accommodations and modifications in a general education classroom. Our special education teachers attend workshops and trainings provided by the District/County and SELPA and attend a resource conference to hear from additional experts in the field of special education. In addition to the August sessions, MSA-San Diego conducts quarterly training sessions about special education. Special education teachers and paraprofessionals who are authorized to handle crisis situations and physically restrain students will complete specialized training in behavioral interventions, such as Crisis Prevention Institute ("CPI"), prior to placement in the classroom.

SUPPORT FOR SCHOOL ADMINISTRATORS

Magnolia Public Schools (MPS) Home Office holds monthly day-long meetings for school administrators (principals and deans) where principals and deans are trained by the Home Office support staff on leadership, academics, accountability, school operations, finance, HR and other matters. These meetings create medium for best practice sharing, collective brainstorming, problem-solving as well as data analysis and specialized training. Based on a needs-assessment of the administrators, the deans meet with their principals and principals meet with the Home Office c-level team to set 2-3 professional development goals for the year in August, followed by a mid-year progress check in January and an end-of-year progress meeting in May. Individual needs and professional development goals drive the professional map at MPS. The CEO, COO, CAO, CFO, and the Chief Accountability Officer provide weekly online check-in sessions, monthly in-person trainings at the Home Office, and biweekly mentoring sessions on-site.

TUITION REIMBURSEMENT

MPS provides all employees with professional development opportunities to increase the effectiveness of their performance in their present positions, and to obtain skills, knowledge, and abilities which may improve their opportunities for advancement within the Organization. There are four types of programs covered under the Tuition Reimbursement policy which include sample recommended job-related certifications and programs. Category 1 includes teaching related certification/career development programs; Category 2

includes administrative related certification/career development programs; Category 3 includes job-related master's degree program; and Category 4 includes job-related doctoral degree programs. Sample Category 1 programs include:

- CCTC approved teacher credentialing programs (at a college or university, through college/university internship, district internship, etc.)
- CCTC approved subject-matter preparation programs
- BTSA induction programs
- English Learner Authorization/CLAD certification
- National Board certification
- Undergraduate/graduate level academic courses not leading to a degree program
- Other programs if approved by the MPS Home Office

Sample Category 2 programs include:

- Administrative services credential
- College counseling certification
- Behavior intervention specialist certification
- CBO certification
- SHRM certification
- Project management certification
- IT certification
- Undergraduate/graduate level academic courses not leading to a degree program
- Other programs if approved by the MPS Home Office

As described above, MPS and MSA-San Diego will continue to provide systems of professional growth and improvement and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and it is a single-school LEA.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

MSA-San Diego firmly believes that teacher quality is the most important variable in increasing student achievement. The evaluation process helps the teacher and the school administrators build on the strengths of the teacher and identify those areas the teacher needs improvement to become more effective and efficient at his/her job. Performance evaluation allows the school administrators and the teacher to communicate openly about performance, mutually establish goals and identify actions for progress, and evaluate results which may provide a basis and documentation for transfer, promotion, reassignment, or disciplinary action.

The Evaluation Process

MSA-San Diego will use multiple measures in order to make a reliable teacher evaluation. These measures include (1) Teacher Performance on the MPS Framework for Teaching, (2) Teacher Professional Qualities, Dispositions, and Responsibilities, (3) Student, Parent, and Staff Voices, and (4) Student Performance. Using multiple measures will provide for better insight and reliability than using only one measure.

Standards in the MPS Framework for Teaching involve teaching processes and teaching outcomes and are the basis for classroom observation evaluations. The annual evaluation process involves frequent informal classroom observations and feedback for the teacher, a formal observation cycle, collection of evidence to foster collaboration with the teacher, and goal setting and monitoring. This process is supplemented by assessment of teacher's professional qualities, dispositions, and responsibilities, student and parent feedback through surveys, and student performance data. Numerous academic studies confirm the long-held belief that teacher quality is one of the greatest determinants of student achievement. By incorporating student performance into teacher evaluation, MSA-San Diego wants to keep ongoing student performance discussions with the teacher. MSA-San Diego will use the following weights for each measure to determine an end-of-year overall rating.

- Teacher Performance on the MPS Framework for Teaching: 55%
- Teacher Professional Qualities, Dispositions, and Responsibilities: 10%
- Student, Parent, and Staff Voices: 15%
- Student Performance: 20%

Evaluators will use the weights (percents) established above for each measure of teacher evaluation and the final score earned by the teacher on each measure to calculate an end-of-year overall performance score of the teacher. Depending on the overall performance score, the teacher will receive an end-of-year overall evaluation rating of 1 (Ineffective), 2 (Developing), 3 (Effective) or 4 (Highly Effective).

Teacher Performance on the MPS Framework for Teaching

MPS Framework for Teaching is based on research in educational psychology and cognitive science, as well as best practices in the field. The standards involve teaching processes and teaching outcomes and are the basis for classroom observations and evaluations. The framework provides a foundation for professional conversations among practitioners as they seek to enhance their teaching skills. It may also be used organization-wide as the foundation of mentoring, coaching, professional development, and teacher evaluation processes, thus linking all those activities together and helping teachers become more thoughtful practitioners. Developing a common understanding of the framework is critical; therefore, MSA-San Diego trains all teachers, school administrators, and staff on the MPS Framework for Teaching.

The annual evaluation process at MSA-San Diego involves frequent informal classroom observations and feedback for the teacher, a formal observation cycle, collection of evidence to foster collaboration with the teacher, and goal setting and monitoring. MPS will use on online tool to record and share classroom observation notes, feedback, evidence, forms, evaluation results, and all other related documentation. The tool can be used by both the teacher and the observer or evaluator in respect to their roles. Teachers are encouraged to conduct peer observations. Informal observations can be conducted by the school administrators as well as instructional coaches, department chairs, MPS Home Office support team, and other professionals. Informal observations are mainly conducted for the purpose of providing focused, constructive, and critical feedback to the teacher aimed at improving teaching, or sometimes, just for

learning from the observations. While formal observations also provide feedback and guide coaching of the teacher like the informal ones, they form the basis for evaluation of job performance evaluation and are conducted by the school administrators.

The teacher being evaluated will take the lead in conducting the evaluation process through the use of self-assessment, reflection and by gathering evidence for teaching practice. The evaluator will conduct classroom observations to collect evidence on specific standards. Collaborative use of evidence and reflection will provide a basis for self-assessment, goal-setting, professional development, and demonstration on specific standards and expectations. The evaluator and the school administrator will meet mid-year to discuss progress toward annual goals, and if necessary, any adjustment to action plans. The evaluator and the administrator will meet toward year-end to discuss progress or completion of goals and possible new goals for the next school year.

After completion of the evaluation process, each teacher will receive a rating of 1 (Below Standard), 2 (Approaches Standard), 3 (Meets Standard) or 4 (Exceeds Standard) for each standard on the MPS Framework for Teaching. Besides rating (1) Teacher Performance on the MPS Framework for Teaching, the evaluators will also score (2) Teacher Professional Qualities, Dispositions, and Responsibilities, (3) Student, Parent, and Staff Voices, and (4) Student Performance. The final score and the weight for each measure will be used to calculate an end-of-year overall performance score of the teacher. Depending on the overall performance score, the teacher will receive an end-of-year overall evaluation rating of 1 (Ineffective), 2 (Developing), 3 (Effective) or 4 (Highly Effective).

Classroom Observations

Classroom observations are at the heart of a teacher evaluation system. These observations have potential to identify strengths and address specific areas for growth in teachers' practice. The following are important to consider in order for observations to become a fair and reliable tool:

- Focus of the observation
- How evidence is collected
- How evidence is interpreted against performance ratings
- How observations and feedback are shared

MSA-San Diego uses two types of observations that work in collaboration:

Informal Observations/Walkthroughs:

- Are conducted minimum six (6) times a year per teacher (Recommended: every other week)
- Are 10-15 minutes in length
- Are unannounced
- Focus on specific standard or element (While not opposing the idea that observation can focus on any identified area for growth at any time of the year, MPS recommends an organization-wide schedule as outlined below.)
    - August-September: Domain 1: Learning Environment (Standards 1 & 2)
    - October: Domain 2: Planning & Preparation (Standards 3 & 4)
    - November-January: Domain 3: Instruction & Assessment (Standards 5, 6, & 7)
    - January-March: Domain 3: Instruction & Assessment (Standards 8 & 9)
    - April-June: Standards 8 & 9, and other identified areas for growth unique to each teacher
- Result in bite-sized feedback to the teacher (Recommended: Feedback on both strengths and areas for improvement; leverage questions, if applicable; notes about what worked best and what could have been done differently and why; and some targets for improvement, if applicable.)
- Connect to the teacher's goals, if applicable
- Guide the coaching work of the school administrator
- Can also be done by peers (Recommended: at least two peer-observations per year by each teacher)
- Are recorded on the "MPS Classroom Observation Form"

Formal Observations:

- Are conducted once a year per teacher (Can be conducted more for teachers who are new at MPS or have ratings of 1 or 2 on any standard)
- Take full class period
- Scheduled
- Have three parts called the “Formal Observation Cycle”: Pre-Observation Conference, Formal Observation, Post-Observation Conference.
- Are recorded on the “MPS Classroom Observation Form” and rated on the “Post-Observation Reflection Form.”

Evidence Collection:

Formal Observations need to capture evidence of everything that is happening in the classroom, both verbal and non-verbal: What was the teacher doing and saying? What were students doing and saying? What were the tasks? What interactions took place between and among the students and the teacher? There are typically four types of evidence the evaluators can collect during an observation:

- Verbatim scripting of teacher or student comments
- Non-evaluative statements of observed teacher or student behavior
- Numeric information about time, student participation, resource use, etc.
- An observed aspect of the learning environment

High quality evidence is important in fostering collaboration with the teacher. The evaluators need to be cautious in collecting evidence rather than recording their opinions. The following are some differences between opinion and evidence, respectively. Subjective vs. objective; ambiguous vs. unambiguous; may include value judgment vs. free of value judgment; draws conclusions, makes inferences or guesses vs. makes observations; summarizes teacher practice vs. gives proof of teacher practice.

Student, Parent, and Staff Voices

Research into teaching effectiveness indicates that student, parent, and staff voices play a powerful role in helping schools and districts learn how to improve teaching. Surveys have been the primary means of collecting student, parent, and staff voices about effective teaching. MSA-San Diego uses an online platform to provide students, parents, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and students’ own strengths and weaknesses. MSA-San Diego believes that student, parents, and staff have an essential role to play in informing school climate and teaching effectiveness: this feedback instrument provides teachers and other employees with valuable data about how students see their classes, how much parents are involved, and how to facilitate improvement.

Student Assessments at MSA-San Diego

As explained in Standard 7 of the MPS Framework for Teaching, “Teachers are expected to use formative and summative assessment strategies to monitor student progress and to adjust instruction in order to maximize student achievement.” The measures that are used to assess student progress include all state-mandated standardized tests such as the Smarter Balanced Summative Assessments. MSA-San Diego also uses the Smarter Balanced Interim Assessments which are designed to support teaching and learning throughout the year; and the Digital Library, designed to support classroom-based formative assessment processes. MSA-San Diego administers both the Interim Comprehensive Assessments (ICAs) and Interim Assessment Blocks (IABs) to assess student learning and inform instruction during the year. The Smarter Balanced Interim Assessments are specifically designed to provide the following:

- Meaningful information for gauging student progress throughout the year toward mastery of the skills measured by the Summative Assessments
- Assessments of the CCSS, which can be used at strategic points during the school year.

MSA-San Diego teachers also have access to publisher or third-party-provided assessments, such as McGraw Hill, Illuminate, Accelerated Reader, and MAP. MSA-San Diego utilizes computer adapted MAP testing to measure student progress three times a year.

Teachers also, with the help of published materials, create standards-aligned formative assignments and tests that are evaluated using rubrics.

Assessments at MSA-San Diego are not tests only. As detailed in Standard 7, MPS teachers are expected to use a variety of formative and summative assessments that are valid and reliable measures of student achievement. (Ex: performance assessments, portfolios, etc.) Assessments are expected to be aligned with learning objectives. (Ex: Unit assessments are aligned with unit standards and learning objectives.) At MSA-San Diego, teachers provide students with choices of ways to demonstrate learning and students participate in the development of their learning outcomes. Teachers use summative assessment results to plan next units and redeliver instruction.

MSA-San Diego teachers are expected to closely monitor all students' progress toward meeting student learning outcomes. Teachers use technology, as appropriate, to conduct data analysis and communicate assessment results and student growth to all stakeholders (families, colleagues, administration, etc.) Teachers review summative assessment results with students, and students are involved in self-assessment, goal-setting, and monitoring progress.

Using Student Performance as a Measure of Employee Evaluation

MSA-San Diego continually strives to develop and refine its Student Performance metric for the purpose of measuring student achievement and growth at our school sites, as well as to inform teacher effectiveness. State and local accountability indicators along with interim and summative assessments provide valuable data on student performance and progress. MSA-San Diego also recognizes that a variety of assessments can and should be used to measure student progress, such as performance assessments and portfolios. As such, MSA-San Diego considers using a thoughtful combination of interim and summative assessments and state and local indicators, as well as student work. MSA-San Diego needs to make sure that Student Performance data used is of high quality as agreed by all stakeholders. While evidence of Student Performance will be collected and analyzed during the evaluation process, developing and refining a definite Student Performance metric in each subject area is an ongoing process that involves the collaboration of all our stakeholders. For practical calculation purposes and the fact that the CA School Dashboard provides performance levels for all students and for student groups on the state indicators, MSA-San Diego will use the state indicators as its Student Performance metric unless a different metric is identified and agreed upon. MSA-San Diego will base 20 percent of end-of-year overall evaluation on Student Performance.

Ongoing Consultation to Support Continuous Improvement

As explained above in detail, MSA-San Diego uses a variety of data and ways to assess the effectiveness of professional development activities and teacher effectiveness, including but not limited to, informal observations/walkthroughs, formal observations, student, parent, and staff voices, student achievement data, and teacher self-assessment. The coaching/mentoring process that involves goal-setting, progress monitoring, periodic observations, feedback, reflection, peer observations and mentoring is geared toward creating an individualized professional growth plan and support system for each of our teachers and administrators. As also explained Section "Professional Growth and Improvement," MSA-San Diego will continue to provide all employees with professional development opportunities to increase the effectiveness of their performance in their present positions, and to obtain skills, knowledge, and abilities which may improve their opportunities for advancement within the Organization through PD, induction, certification and other programs that are funded by various sources, including Title-II.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Professional development for teachers of English Learners will be extensive and ongoing at MSA-San Diego. Professional development specific to ELs will endeavor to improve ELD instruction, facilitate the ability of teachers and school leaders to successfully implement the EL program, and help improve English language proficiency and subject matter knowledge of ELs.

(Note: Magnolia Public Schools (MPS) receives Title III, Part A funds as a consortium of 10 Magnolia Science Academies, of which Magnolia Science Academy-1 is the lead member school. The MPS EL Coordinator of the Consortium serves all 10 school sites.)

Effective professional development will include:

- An ELD workshop for teachers at the Summer In-Service.
- An overview of the EL Master Plan, including program placement, progress monitoring, and reclassification, presented to all staff.
- Sessions dedicated to English Language Development (ELD) training for teachers at the annual Fall and Spring Teacher Symposiums.
- ELD training and shared best practices at least once per month at the school-site level staff meetings.
- All core teachers will attend at least one third-party ELD training (this may be done off or on site; for example, attend a workshop offered by the county office, or hire a consultant to present to the staff on site).
- The MPS EL Coordinator will regularly attend high-quality professional development workshops and conferences, including a monthly Bilingual Directors' Meeting at the Los Angeles County Office of Education, and share resources and information with teachers and school leaders at MSA-San Diego.
- When possible, MSA-San Diego EL Coordinator will attend professional development sessions and meetings with the MPS EL Coordinator.
- The MPS EL Coordinator will host two (one per semester) trainings/meetings for the site-level EL Coordinators. These meetings will review ELD strategies, best practices, an assessment of EL data at each school site, and evaluate the effectiveness of the EL program.
- Regular updates regarding ELs and ELD will be provided to all MPS principals and deans during monthly meetings at the Home Office.
- The MPS EL Coordinator and MPS Math Coach will provide a workshop to math teachers that will support EL access across the curriculum.
- The MPS EL Coordinator and MPS Student Services director will provide resources to help teachers and school leaders support dually identified students.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Immigrant Identification Policy and Procedures:

MSA-San Diego will identify immigrant children and youth by asking the following questions in our Home Language Survey during enrollment:

- Student's Birth Place (including the City, State, and Country)
- Date Student First Attended School in the U.S.
- Date Student First Attended School in California

In addition to the Home Language Survey, MSA-San Diego will use information collected through birth certificates and any available CALPADS and school records to check if the following criteria are met in order to identify immigrant children and youth:

- is aged three through twenty-one;
- was not born in any state (each of the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico); and
- has not been attending any one or more schools in the United States for more than three full school years (20 USC § 7011[5].)

Although many immigrant students are English language learners, this is not always the case. Students who meet the definition of "immigrant" above will be reported in CALPADS and school records regardless of their primary language or language proficiency level.

Services and Activities for Immigrant Children and Youth:

The following are some of the supplemental services and activities MSA-San Diego will provide our immigrant students with, depending on the immigrant students' needs and the population size:

- Family literacy, parent and family outreach, and training activities designed to assist parents and families to become active participants in the education of their children, including home visits to the families and trainings on the student information system and introduction to the educational system and civics education;
- Language acquisition programs; primary language assessments and support, as needed (e.g., Ballard & Tighe); academic vocabulary development (e.g., Kate Kinsella workbooks);
- Additional tutoring for newcomers in core subjects and electives;
- Counseling and mentoring services;
- Translation services for parents and students.

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

CORE Program - SEI Program

EL Program Overview: All English Learners at MPS schools receive both integrated and designated English Language Development, that is supported by high quality curriculum, monitoring, professional development, coaching, and assessments. Depending on the student's language proficiency level and grade level (determined by the ELPAC), an EL student may receive designated ELD in a full hour class (will not interfere with college requirements), 25-minute class, or during their ELA class. MPS schools use the McGraw Hill ELA curriculum (Wonders for elementary and StudySync for secondary) which have integrated and designated strategies and lessons

built in. Integrated ELD is provided in all classes, and teachers are trained to utilize strategies such as SDAIE and the CHATS Framework. (Supplemental - the training for the modeling and implementation comes from Title-III, Part A funds.)

The CHATS framework is made up of components that are broken up into five areas around the acronym: C – Content Reading Strategies; H – Higher Order Thinking Skills; A – Assessment; T – Total Participation Techniques; and S – Scaffolding Strategies. This framework is designed to work in mixed, multilingual classrooms and the corresponding book (available to all MPS teachers) provides resources and examples of how teachers can use each component in their planning. Additionally, all MPS schools have also adopted a literacy program designed to encourage students to read and help students build their comprehension and vocabulary skills. Currently, our schools are using either the Accelerated Reader Program or the myON Reading Program.

As part of the English Learner program, MPS collects students' language proficiency scores, state assessment scores, and MAP scores, along with teacher feedback in order to monitor student progress towards successful reclassification. ELD teachers, coordinators, and school leaders (deans of academics) meet at least once per month to review English Learner student data and address any areas of need. All data is collected and monitored through Illuminate, our data management system. The MPS EL Coordinator follows up with each site regarding regular EL student monitoring and provides intervention and organizational support as needed. In addition to the monthly meetings designed to address English Learner progress, weekly professional development meetings are held at each school site. During these meetings, student achievement across all grade levels and sub-groups are assessed and discussed. Our principals, deans, and teachers closely monitor all students during development meetings in order to provide additional academic support and assess academic progress and programs in all subject areas.

Although the EL Coordinator's primary duty will be to provide the supplemental services outlined below to ELs, the EL Coordinator will also work with the Chief Academic Officer, on-site EL Coordinators, and Office Managers to support schools with accountability. Some examples of how the consortium will hold member schools accountable are:

- Create Title III folders for each school site with a calendar of notifications, procedures for notifying parents of ELs, certifications for notices mailed and data reported, attendance sheets for PD and parent meetings/workshops, etc. The MPS EL Coordinator will work with school leadership and on-site ELD Coordinators to ensure that folders are maintained and updated.
- The executive office manager will ensure and certify the timely submission of all CALPADS data pertaining to ELs.
- School leadership will certify the timely submission of all Title III notifications mailed to parents of ELs.
- The consortium EL Coordinator will work with site-level coordinators to conduct walk-throughs of classrooms to ensure program fidelity.
- The consortium EL Coordinator will support site-level coordinators and teachers with progress monitoring of ELs and provide a framework for progress monitoring.

Authorized activities chosen by the LEA relating to supplementary services as part of the language instruction program for English Learner students: In order to most efficiently utilize Title III funds within the consortium, an English Learner (EL) Program Coordinator has been hired to provide direct, supplemental services to English learners and teachers of English language learners at all consortium-member schools (10 in total). The EL Coordinator will support implementation of the LEA's EL Master Plan and program, as well as ensure that all appropriate ELL services are being delivered at each member school. Specifically, the EL Coordinator will provide the following services to member schools:

- Maintain, evaluate, and improve the EL Master Plan and EL Program based on the observations, data, and feedback from each member school.
- Provide coaching, and professional development to all teachers of English learners (for example, provide integrated and designated ELD support, teacher training, coaching on SIOP, CHATS, and SDAIE strategies, and model push-in support).
- Conduct lesson demonstrations and classroom observations/walk-throughs in order to help improve instruction delivered to ELs.
- Help teachers monitor the progress of ELs and reclassified students and create appropriate interventions and action plans as needed.
- Assist site-level coordinators and staff with the development of action plans and appropriate supports for Long Term English Learners and Newcomers.

- Lead and train ELD Coordinators at each school site, including facilitate team meetings as well as coordinate the EL program strategic planning process.
- Oversee the adoption and implementation of the ELD curriculum.
- Attend ELL-related professional development and share resources and best practices with teachers and school leaders.

The MPS EL Coordinator will provide services in a percentage of time proportional to funding. A Personnel Activity Calendar/Report will be maintained by the MPS EL Coordinator.

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

(A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and

(B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Please see Program Overview above in section "Title III Programs and Activities" for a detailed discussion of integrated and designated ELD, curriculum, and progress monitoring.

EL students are carefully monitored by both site-level EL Coordinators and the MPS EL Coordinator. Academic data will be regularly assessed to determine if intervention is needed, and appropriate action plans will be created that involve students, coordinators, teachers, deans, and parents. Reclassified EL students will also be monitored for a period of four years (where applicable) following their reclassification.

The Consortium EL Coordinator will work directly with teachers of ELs, on-site EL Coordinators, and school leaders to ensure that the consortium's curriculum, revised EL Master Plan, and Title III Plan are implemented consistently and with fidelity. This will include relevant professional development, teacher training, lesson demonstrations, classroom observations, and teacher coaching that will help improve instruction for English Learners and improve achievement objectives. The Consortium EL Coordinator will also work with school leaders to address areas of need and growth as measured by accountability measures.

The MPS EL Coordinator will visit schools on a rotational basis, and with site-level coordinators, use the MPS ELD observation template to conduct regular assessments of integrated and designated ELD across the core curriculum. This template will allow coordinators to provide appropriate coaching and feedback to teachers, as well as strategies for improving ELD instruction and engaging English Learners.

The ELD program will be regularly assessed for effectiveness and will include feedback from all stakeholders. Program feedback will be collected during leadership meetings and EL Coordinator meetings.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

(A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;

(B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;

(C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;

(D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and

(E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LEA is an independent, direct-funded charter school and it is a single-school LEA receiving an allocation below $30.000.

MSA-San Diego has identified the following strategies and actions that we plan to use Title IV, Part A funds to supplement our education program:

- MSA-San Diego will provide students with a well-rounded education including programs such as health and physical education, arts and civics, etc.
  - o In an effort to provide well-rounded education to our students, MSA-San Diego will strive to offer additional programs such as elective courses, clubs, health and physical education, arts, and civics;
  - o MSA-San Diego will strive to provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, and community service programs;
  - o MSA-San Diego will seek partnership opportunities with local universities and organizations to provide part of the programs mentioned above (health education, arts, civics, field trips, internships, community service programs, etc.)
- MSA-San Diego will provide students with STEAM focused programs such as science fairs, advanced math courses/clubs, and engineering activities:
  - o MSA-San Diego will design its master schedule to include Accelerated and Advanced math classes/clubs;
  - o MSA-San Diego teachers will mentor students with STEAM focused projects, experiments, models or demos in their classes;
  - o MSA-San Diego will design and implement engineering-related courses and activities, such as Code.org activities and Project Lead the Way (PLTW) programs;
  - o MSA-San Diego will seek partnership opportunities with local universities and organizations to provide part of the programs mentioned above (mentorship to our students, PLTW, San Diego County Office of Education (SDCOE) partnership for STEAM related programs, etc.)
- MSA-San Diego will ensure that technology supports instruction.

o MSA-San Diego will assure that students have physical access, support, and time to use classroom, school, and community resources, including instructional materials and technology;

o Teachers will use accessible technology tools and other resources on a regular basis to engage and enhance learning and to differentiate instruction to meet the needs of every student. Teachers will effectively use challenging resources that are mentally, visually, aurally, and kinesthetically stimulating. (Ex: internet, PowerPoint, interactive white boards, document camera, multimedia, educational software, interactive games and simulations, apps, class website, lab materials, manipulatives, assistive technology, etc.)

o Teachers and students will keep up to date with technology and blended learning practices. Teachers will model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law and student maintaining internet security. Teachers will provide resources and instructional materials that require cognitive engagement. Students will choose, adapt, or create materials to extend learning.

- Charter School will implement policies that encourage and support student attendance, positive student behavior and improvements. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.

o MSA-San Diego will offer summer school classes and provide support to ensure timely middle school graduation and readiness for high school;

o MSA-San Diego will implement restorative practices and Positive Behavioral Interventions and Supports (PBIS);

o MSA-San Diego will implement restorative practices, PBIS, and alternatives to suspension.

o MSA-San Diego will implement a positive behavior reward system and use its SIS for monitoring it.

o MSA-San Diego will offer Life Skills program to supplement instruction;

o MSA-San Diego will connect students and families with resources for social-emotional and behavioral support;

o MSA-San Diego will seek partnership opportunities with local universities and organizations to provide part of the programs mentioned above (San Diego County Office of Education (SDCOE) partnership for PBIS, behavior counseling and coaching support, etc.)

MSA-San Diego aligns its federally-funded programs with the priority goals of the school and such funds provide the opportunity to innovate. The planning process supports continuous cycles of action, reflection, and improvement. We have identified the above-mentioned strategies and actions that we plan to use Title IV, Part A funds to supplement our education program through our information/input sessions including PTF meetings, SSC meetings, ELAC meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings. We will continually monitor implementation of the selected strategies and actions and reflect on their effectiveness; we will continue to inform our stakeholders and involve them in the cycles of planning, action, reflection, and improvement.

Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum Template

LEA name:

Magnolia Science Academy-Santa Ana

CDS code:

30-76893-0130765

Link to the LCAP:

(optional)

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A

Student Support and Academic Enrichment Grants

*(**NOTE:** This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

Title I, Part A; Title II, Part A; Title III, Part A; Title IV, Part A

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

The MSA-Santa Ana LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. It provides us with an opportunity to share MSA-Santa Ana's story of how, what, and why programs and services are selected to meet our local needs.

The Charter School LCAP committee, which includes the School Site Council (SSC) and other stakeholders, reviews input from all stakeholders and available data through surveys and student performance data. Based on stakeholder input and data (CA School Dashboard data, interim student assessment data, survey results, etc.), we reflect on our existing LCAP actions/services and measurable outcomes, continue or modify them for improvement, and we also plan for new actions and services as the needs arise.

The following are highlights from our LCAP and the strategies and actions that we plan to use federal funds to supplement our education program within the context of the LCAP actions and services.

LCAP Planned Actions/Services:	**Strategy/Activity to Be Supported by Federal Funds within the Context of the LCAP Actions/Services:**
▪ Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance. ▪ Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials. ▪ Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of	▪ Charter School will ensure that all teachers are supported with their credentialing needs and that they participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. Charter School will also monitor and evaluate teachers for their performance. ▪ Charter School will monitor how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. Charter School leadership team will make daily classroom observations using the MSA-Santa Ana teacher observation protocol which includes walkthroughs, informal and formal observations and formal evaluation.

standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom visits.	▪ Charter School will evaluate its teachers for their performance. Charter School will identify those areas the teachers need improvement to become more effective and efficient at their jobs and communicate with teachers about performance, mutually establish goals and identify actions for progress, and evaluate results. Charter School may use evaluation results as basis and documentation for performance pay, transfer, promotion, reassignment, or disciplinary action. **Rationale/Evidence:** To increase teacher effectiveness to improve teaching and learning in the classroom based on teacher PD needs assessment and evaluations.
▪ Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. ▪ Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.	▪ Charter School will provide CCSS aligned ELA and math instruction and ELD instruction, support and intervention to ELs and immigrant students, and monitor student progress in ELA/Literacy, math, and ELD as measured by the MAP tests and other assessments. ▪ The EL program coordinator sponsored by the Title III consortium lead will monitor MSA-Santa Ana protocol for teacher observation and feedback regarding the implementation of the ELD program monthly. ▪ The EL program coordinator sponsored by the Title III consortium lead will evaluate the EL services at the school at least semesterly. **Rationale/Evidence:** To provide necessary support to meet the unique needs of our ELs and immigrant students in attaining language and academic proficiency. (Based on ELAC input, the CA School Dashboard EL student group data as well as internal assessments.)
▪ During the day, Charter School will provide additional supports and interventions to all students, including ELs. ▪ Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. ▪ Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.	▪ Charter School will select a research-based reading intervention and math program that targets the individual literacy needs of struggling students and English Learners and includes ongoing assessments of student growth. ▪ Teachers and the leadership team will monitor student progress in ELA and math as measured by in-class/benchmark assessments, MAP and IABs. **Rationale/Evidence:** To provide necessary support to meet the unique needs of struggling students in their core classes and to monitor their progress. (Based on SSC input, the CA School Dashboard ELA/Literacy and mathematics assessments as well as internal assessments such as MAP and IABs.)

▪ Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. ▪ Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. ▪ Charter School will offer "Advisory" classes (college planning and career exploration program) and "College Readiness" classes and programs preparing students for college readiness, including test prep for ACT/SAT.	▪ Charter School will promote a college-going culture through dual enrollment, AP courses, college visits, and other college related activities. **Rationale/Evidence:** To ensure our students are college/career ready. (Based on our mission to provide a college preparatory educational program, SSC and Parent Task Force (PTF) input, the CA School Dashboard four-year cohort graduation rate and College/Career Indicator (CCI) as well as PSAT/SAT/ACT results.)
▪ Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. ▪ Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.	▪ In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, clubs, health and physical education, arts, and civics. ▪ Charter School will strive to provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, and community service programs. **Rationale/Evidence:** To increase student access to a broader course of study that supports well-rounded education. (Based on students' needs and interests and student and parent survey results.)
▪ Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8. ▪ Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.	▪ Charter School will design and implement engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, and Project Lead the Way (PLTW) programs; ▪ Charter School will seek partnership opportunities with local universities and organizations (mentorship to our students, PLTW, Orange County Department of Education (OCDE) partnership for STEAM related programs, etc.) **Rationale/Evidence:** To increase student participation and achievement in innovative STEAM related courses and programs. (Based on research and our school's vision to graduate scientific thinkers who contribute to the global community as socially responsible and educated members of society.)
▪ Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.	▪ Teachers will use accessible technology tools and other resources on a regular basis to engage and enhance learning and to differentiate instruction to meet the needs of every student. Teachers will effectively use challenging resources that are mentally, visually, aurally, and kinesthetically stimulating. (Ex: internet, PowerPoint, interactive white boards, document camera, multimedia, educational software, interactive games and simulations, apps, class website, lab materials, manipulatives, assistive technology, etc.)

	▪ Teachers and students will keep up to date with technology and blended learning practices. Teachers will model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law and student maintaining internet security. Teachers will provide resources and instructional materials that require cognitive engagement. Students will choose, adapt, or create materials to extend learning. **Rationale/Evidence:** To engage and enhance learning and to differentiate instruction to meet the needs of every student. (Based on research and teacher PD needs assessment and evaluations.)
▪ Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings. ▪ Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. ▪ Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level. ▪ Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement. ▪ Charter School will annually administer school experience surveys to students, parents, and staff.	▪ Charter School will pursue an integrated strategy to support the exchange of information, purposeful interaction, and meaningful participation between the school, families, and community partners to support student learning and achievement. This will include but not be limited to SSC, ELAC, and PTF meetings, parent activities/events, web portal, home-visits, and school experience surveys. ▪ Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL students and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. ▪ Charter School teachers will schedule and make home-visits. Teachers will document the visits, evaluate them and share necessary information with the appropriate staff (grade level team, counselor, administrator, etc.) ▪ Charter School will use an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and students' own strengths and weaknesses. This feedback instrument will provide teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. **Rationale/Evidence:** To increase our stakeholders' connectedness through parental participation in programs and parent input in making decisions for the Charter School so our stakeholders feel a sense of community. (Based on research; our school community's positive experience with our meetings, programs, and home visits; parent input and feedback as well as

	student, parent, and staff survey results.)
▪ Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs. ▪ Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. ▪ Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation. ▪ Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices. ▪ Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	▪ Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation and satisfaction of UC/CSU requirements. ▪ Charter School will implement restorative practices and Positive Behavioral Interventions and Supports (PBIS). o Charter School will implement restorative practices, PBIS, and alternatives to suspension. o Charter School will implement a positive behavior reward system and use its SIS for monitoring it. ▪ Charter School will offer Life Skills program to supplement instruction. ▪ Charter School will connect students and families with resources for social-emotional and behavioral support. **Rationale/Evidence:** To increase our students' sense of safety and school connectedness by providing academic, behavioral, and social-emotional support; to increase high school graduation rate and student attendance; and to avoid chronic absenteeism, school dropout, student suspension and expulsion. (Based on research; our school community's positive experience with PBIS; student, parent, and staff input and feedback as well as survey results.)

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

MSA-Santa Ana's vision is that our graduates are scientific thinkers who contribute to the global community as socially responsible and educated members of society. MSA-Santa Ana 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. We have identified the following core values, which are reinforced through our curriculum, student learning outcomes (SLOs), and all school activities: Excellence, Innovation, and Connection. Our three LCAP goals stem from our core values:

- EXCELLENCE: All students will pursue academic excellence and be college/career ready.
- INNOVATION: All students will become independent, innovative scholars.
- CONNECTION: All students, families, staff, and other stakeholders will feel a sense of community and connectedness.

In order to promote learning and provide a more positive learning experience for our students, MSA-Santa Ana has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our accountability plans (LCAP, LCAP Addendum, SPSA, WASC, etc.)

Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings. Parents on our PTF and SSC also serve as our parent advisory committee for Local Control and Accountability Plan (LCAP). Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our parent advisory committee and ELAC provide valuable input for the LCAP and SPSA. In addition, the Charter School conducts surveys for parents, students, and staff, and the Charter School staff make home visits. These all serve as ways to inform, educate, and gather input & feedback from all critical stakeholders.

MSA-Santa Ana has an approved charter petition with measurable student outcomes and methods to assess student progress, a SPSA with planned improvement in student performance in reading and mathematics and in programs for English Learners, and a WASC action plan for continuous school improvement. Therefore, the LCAP and the LCAP Addendum are received by our community as a comprehensive planning tool that draws from all other school plans and addresses the state priorities and locally identified priorities as well as the ESSA requirements.

MSA-Santa Ana aligns its federally-funded programs with the priority goals of the school and such funds provide the opportunity to innovate. The accountability plans planning process supports continuous cycles of action, reflection, and improvement. The academic, accountability, and finance departments at our Home Office and our back-office support provider work closely with us; they monitor and support our progress as well as review every federally-funded expense to ensure funds are expensed appropriately and that we are compliant. Our budgeting and accounting processes are designed so that state and local funds and federal grant funds are all budgeted and accounted for and aligned according to our school accountability plans.

MSA-Santa Ana teachers and administrators continually analyze schoolwide and disaggregated student achievement data (CA School Dashboard, CAASPP, NWEA MAP, ELPAC, IABs, grades, etc.) as well as SEL and survey data, teacher observation data, and input from all stakeholders to:

- Improve safe learning environments and promote student engagement;
- Identify targeted areas for curriculum, instruction, and other program improvements to support the academic achievement and social-emotional well-being for all students;
- Implement a multi-tiered system of support available to all students to provide increasing levels of support and academic intervention to meet the needs of students;
- Consistently modify interventions based on formative data to more effectively meet the learning needs of all students;
- Align policies, resources, and funding to our documented LEA goals and priorities, and oversee the impact of those funds;
- Select research-based practices;
- Monitor school progress, guide instructional practice, and make school governance decision;
- Adopt a multi-year, standards-based professional learning plan, based on data and a needs assessment and organized around a comprehensive set of program priorities;
- Monitor the effectiveness of the professional learning plan and to determine new opportunities;
- Provide intensive and targeted support of teachers through coaching and mentoring programs;
- Monitor the effectiveness of programs and practices and make necessary revisions in order to continuously increase student achievement;
- Determine next steps in order to clearly understand the challenges within the school community;
- Retain highly effective and qualified teachers that have the necessary skills to implement evidence-based practices;
- Make effective decisions that benefit students.

As described above, MSA-Santa Ana strives to attain a collaborative culture of data analysis, needs assessment, planning, aligning funding to our documented LEA goals and priorities, reflection, and improvement. All our stakeholder groups (parents, students, staff, SSC, ELAC, PTF, Home Office support team, Board of Directors, charter authorizer, ACS WASC, and our community partners) are critical, active, informed, and responsible participants in this process to ensure we make effective decisions that benefit students.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 *(as applicable)*

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

(A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;

(B) identifying students who may be at risk for academic failure;

(C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and

(D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 *(as applicable)*

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 *(as applicable)*

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

(A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and

(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 *(as applicable)*

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 *(as applicable)*

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. (N/A if your LEA is a charter school or COE)

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and it is a single-school LEA.

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

In order to promote learning and provide a more positive learning experience for our students, MSA-Santa Ana has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual LCAP and other plans such as the LCAP Addendum and School Plan for Student Achievement (SPSA).

Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings. Parents on our PTF and SSC also serve as our parent advisory committee for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, immigrant students, etc.) Feedback from our parent

advisory committee and ELAC provide valuable input for the new LCAP. In addition, MSA-Santa Ana conducts surveys for parents, students, and staff, and the school staff make home visits. These all serve as a way to inform, educate, and gather input & feedback from all critical stakeholders.

MSA-Santa Ana holds periodical meetings to gather input from our stakeholders. These include monthly PTF meetings, quarterly SSC meetings, quarterly ELAC meetings, monthly parent activities/events including Coffee with the Principal meetings, weekly staff meetings, and other stakeholder meetings. The school conducts a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. A majority of our stakeholders participate in this survey. MSA-Santa Ana staff also makes home visits annually and seeks feedback from the parents for school improvement.

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

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

Within 60 days of the beginning of school, the School sends [e.g., via mail, sent home with students, and/or placed in orientation packets and/or registration packets] a notice to all parents containing, but not limited to, the following information:

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

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

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

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

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

to ensure parity between the principal, classroom teachers and other school personnel; (b) equal numbers of parents or other community members selected by parents, and pupils. Classroom teachers shall comprise the majority of persons represented under category (a). (Education Code Section 52852) Furthermore, Education Code Section 52852 states that parents or community members on the SSC may not be employed by the school district.

Additionally, the SSC will be involved in decisions regarding how funds reserved for parent involvement activities are allotted for those activities.

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

Building Capacity for Involvement:

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

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

- The LEA will encourage parents to serve on its board of directors;
- The LEA will seek input from the PTF and the SSC on ways to assist parents to understand the Standards and Requirements.
- The LEA will encourage parents to serve on its board committees.
- The LEA will regularly publish in its Newsletter, and/or on its website, descriptions and explanations of State academic content standards and State student academic achievement standards, State and local academic assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve the academic achievement of their children.
- Regular meetings will be held by the LEA at community libraries and/or parent volunteer homes to discuss how parents can work with educators to improve their child's academic achievement.
- The LEA will hold Back to School nights to introduce parents to the School's curriculum and its correlation to the State's academic content standards and academic achievement standards.
- Parents will be invited to attend regular classes to learn about State and local academic assessments and to take sample tests.

B. Helping Parents to Work with their Children

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

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

Families without home computers will be encouraged to come to the school and use one of the available computer stations. Classes are held at the school on how to use the portal as well as how to access it via free Internet access at public libraries if that is more convenient than coming to the school.

- The LEA will provide parents with access to literacy programs that bond families around reading and using the public library.
- The LEA will provide annual seminars on parenting skills and parent-child communication.
- The school's psychologist will work with parents to better understand their children and the issues facing them.
- The LEA will train parents how to tutor their children in the school.
- Individualized student and parent advisory sessions: Each of LEA teachers and mentors will be assigned to a small group of students. They will arrange two to four meetings at school during the school year to discuss their students' academic achievements.
- One-on-one meetings with the parents of academically low-achieving students to support the parent in providing the student the study environment he/she needs.

Education on Parent Involvement:

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

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

- Home Visits: Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, the LEA will use home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with low-achieving students.
- The LEA teachers will visit students at their homes to enhance student learning and involvement. Family visits offer invaluable insights about students. They can provide new understanding about students' learning styles. Visits might also reveal the emotional and social needs and behaviors of students. It is helpful to know if they react to problems with tears, anger, or withdrawal, and how they socialize with peers. Through family visits, teachers can identify students' latest interests or concerns, such as a new hobby, an upcoming trip, or a change in the family.
- A phone tree will be established where volunteers call all parents of participating students to solicit feedback and ideas for building ties between parents and the LEA, how to best communicate with parents and how to work with parents as equal partners.
- A survey will be sent home to parents of participating students that solicits information on what skills each parent has to offer the LEA and what types of parental involvement programs in which parents would most likely participate.

Other Optional Parent Participation:

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

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

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

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

School-Parent Compact:

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

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

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

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

- The LEA will hold regular meetings, and send notice of these meetings, for the purpose of formulating and responding to recommendations from parents of participating children.
- The LEA will provide language translators at parent meetings to the extent practicable.
- The LEA will schedule meetings to enable families to share information about culture, background, children's talents and particular needs for the schools.
- The LEA will provide parents of limited English proficiency with access to English as a Second Language (ESL) classes to increase their English language proficiency to assist their children with homework. The school's principal will visit the classes to interact with the parents.
- English Learner Advisory Committee: The English Learner Advisory Committee (ELAC) is mainly a committee of parents or other community members who want to advocate for English Learners. The committee provides parents of English Learners opportunities to learn more about the programs offered to their students and advises the principal and the School Site Council (SSC) on programs and services for English Learners.

State law mandates each school site with 21 or more students of Limited English Proficiency (LEP) in attendance, regardless of language, to form a functioning English Learner Advisory Committee (ELAC).

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

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

Notices:

In accordance with law, the LEA will provide the following notices to our parents:

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

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

As explained in Section "Parent and Family Engagement," MSA-Santa Ana parents and families are involved in the development of the LCAP Addendum, School Plan for Student Achievement (SPSA), and the LEA's Local Control and Accountability Plan (LCAP). On an annual basis, MSA-Santa Ana will submit California Department of Education ("CDE") –required plans to the Parent Council for review and suggested changes before appropriate plans are submitted to the authorizers and the CDE with the Consolidated Application. In addition, all parents of participating children will annually be invited to review the LEA's plans and submit comments.

All parents will be involved, to the extent applicable, in the process of school review and improvement. This includes disseminating the results of the local annual review of each school served under Title I, Part A to parents. In addition, the parents will be invited to annually review the effectiveness of the parental involvement policy and other Title I, Part A activities and provide comments to the LEA.

Programs:

MSA-Santa Ana will implement the Multi-Tiered System of Supports (MTSS) as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system to support students. The framework of MTSS utilizes high quality evidence-based instruction, intervention, and assessment practices to ensure that every student receives the appropriate level of support to be successful. A Multi-Tiered System of Supports align with the academic standards and behavioral expectations, in order to accelerate the performance of every student to meet and/or exceed proficiency.

To support students academically, social-emotionally and behaviorally, and create a climate of academic success, MSA-Santa Ana recognizes that we must address the needs of the entire child. Often, we focus on punitive and remedial practices, therefore, we may unknowingly reinforce unwanted and antisocial behaviors. MSA-Santa Ana implements a positive behavior support program. Program expectations require students to be Safe, Responsible and Respectful. The school tracks behaviors using a point system, to reward students for demonstrating positive behavior. Our school personnel (Dean of Academics/Department Chairs) lay a foundation to engage students and enhance learning. Our school community works together to establish agreed upon norms, build relationships, learn pro-social behaviors, improve academics and demonstrate a culture where adults encourage motivation and knowledge is co-constructed through multi-tiered systems of support.

MSA-Santa Ana has ability to quickly identify low-achieving students through frequent benchmark assessment and review of individual student data. Students who are achieving substantially below grade level are recognized through multiple measure assessments including in-class assessments, NWEA MAP assessments and other program data through ALEKS, Khan Academy, myON and StudySync.

MSA-Santa Ana utilizes data and progress monitoring to determine best practices to support student achievement. Teachers and student stakeholders are invited to meet with teachers to discuss possible intervention methods and learn how they can participate in helping with their child's education. Parent-teacher meetings at the school are followed by home visits as needed.

The intervention model that is written into the schedule for the MSA-Santa Ana program is flexible intervention that can be used with a variety of curriculum and varying schedules. MSA-Santa Ana's principal approach is to intentionally build consistent math and ELA intervention time into the entire school schedule. A variety of implementations are used. Implementation strategies may include:

- Intervention block every day or 2-3 times per week (a student may have reading intervention on one day and math on the next)
- Intervention/Enrichment computer tutorials where the teacher can tutor selected students
- Specialist, instructional assistant, and volunteer support during intervention time
- Divide students up by need and send to different teaching team members for support during intervention blocks

During intervention teachers use educational materials that provide review, re-teach and enrichment programs. McGraw Hill's publisher resources, ALEKS, Curriculum Associates' Ready Common Core program, Kuta software, Khan Academy, Accelerated Reader and Accelerated Math program, Achieve3000, and Buckle Down allow teachers to monitor the progress of students who are achieving below grade level and provide software generated tests and personalized instructional materials based on CCSS and areas of growth. MSA-Santa Ana has Teacher Assistants on all levels to support overall achievement.

Tiered intervention implementation is outlined below. Student progress is closely monitored through a well-integrated system of instruction and intervention guided by student assessment data.

Intervention Cycle and Process

MSA-Santa Ana uses the following to inform, monitor, and implement response to intervention strategies:

- Historical student data
- Data related to SBAC results and Spring NWEA MAP data from previous year
- NWEA Diagnostic data
- Fall NWEA MAP
- Progress monitoring data
- Classroom Assessment Data
- SBAC Interim Data
- SBAC Interim Block Assessment
- SBAC Interim Comprehensive Assessment
- Spring MAP
- Winter MAP (optional)

Tier 1: High-quality instruction, progress monitoring, differentiated learning, group interventions, classroom accommodations

The RTI process begins at Tier 1 with high quality instruction and universal screening of all children within the general education setting. Through the use of formative assessments such as the MAP test, the school establishes a baseline to identify students who need additional support and struggling learners are provided classroom accommodations and differentiated instruction to meet their needs. Tier 1 academic supports include technology-rich instruction, progress monitoring, differentiated learning, group interventions and classroom accommodations. Using strategies and tools such as adaptive programs, NWEA MAP universal screening, Integrated and Designated ELD, Explicit Direct Instruction, and Culturally Responsive Teaching. Tier 1 behavioral and socio-emotional supports are centered around School-Wide PBIS, led by the Dean of Students. With clear expectations taught through a Life Skills course and etiquette program students earn rewards for desired behaviors. Assemblies, student surveys and our SSPT process encourage student participation and voice.

Within Tier 1, a student may receive the following supports:

- Adaptive programming in McGraw Hill's ALEKS and StudySync
- Khan Academy
- BrainPOP ESL

- Discovery Education
- myON
- National Geographic
- 1:1 devices
- Advisory/SSR

The length of time in Tier I interventions may vary, but generally does not exceed eight weeks. During that time, the school will continue to evaluate student progress based on interim data such as Smarter Balanced Interim Block Assessments, Comprehensive exams, and classroom assessments. At the end of this period, students showing significant progress are exited from interventions, while those needing more intensive supports are moved to Tier 2. A student success team is gathered to determine intensive support.

Tier 2: Targeted Interventions

Tier 2 focuses on targeted interventions to create a high-quality differentiated environment where students are supported to engage at their optimal levels. The school uses co-teaching strategies, and "Power" classes for mathematics and ELA intervention. Additionally, students with targeted needs receive tutoring, Saturday and Summer school instruction is available universally. When students are identified as needing additional support, restorative practices are utilized such as peer mediation, new-comer and behavior management support groups, community restoration assignments, goal setting and monitoring and Edge Coaching.

Students not making adequate progress with Tier I interventions are matched with more intensive academic and/or behavioral support based on their needs. These services are provided by general education teachers, math and literacy coaches, and special education teachers. In small groups and within the general classroom setting, students may access:

- Power Classes (Math and English)
- Co-taught classes
- Push-in support
- Before and after school tutoring
- SSR/Advisory

Pull out supports are utilized to support students who require additional academic support and the learning lab will be used.

Students receiving Tier 2 interventions may require a longer period of monitoring, however, it does not typically exceed a semester. Students who do not demonstrate progress are moved into Tier 3. While students who have shown significant progress are placed into Tier 1.

Tier 3: Intensive Interventions and Evaluation

Tier 3 assists those students in most academic need. Our schools have both push-in and pull-out services with specialists to ensure students' needs are met. Using of our Special Academic Instruction program, instructional aides, learning centers, and Saturday school we are able to help our most struggling learners close the achievement gap. Support for our exceptional learners include search and serve to meet their needs and an accelerated math pathway. Supports for behavior and socio-emotional are centered around restorative practices. Utilizing reflection committees, we determine the proper intervention for individual students. Using trauma-informed practices and socio-emotional wellness, these strategies and programs address the needs of all scholars including the most vulnerable, academically and emotionally unresponsive students.

In Tier 3 of the MSA-Santa Ana's RTI program, students receive individualized, intensive interventions that target specific skill deficiencies that include:

- All Tier 2 interventions
- Push-in and Pull-out support: Education Specialists, Intervention Teachers, and Literacy Coaches provide push- in and pull- out support in core classes to learners receiving Tier 3 interventions. Support providers assist teachers in creating accommodations and differentiated learning experiences so that all students may access class materials. If it is deemed that students would benefit from further individualized support, they are pulled out for more intensive instruction.

- Study Skills classes: Study Skills courses are taught by Education Specialists as an elective course for students in need of additional support in note taking, organization, exam preparation, assignment completion, and time management.
- Instructional aides in the classroom: Instructional Aides support teachers with instruction by working individually with students, assisting in stations, clarifying instructions, and reteaching. IA's also provide behavioral support and reinforce the school's Positive Behavior Interventions and Support ("PBIS").
- Saturday School: Students assigned to Saturday School work with teachers on foundational skills related to their coursework.
- Learning Center: The Learning Center or Resource Classroom is designated as a space for both Special Education and General Education students to receive academic support from Education Specialists and Instructional Coaches. Students can complete assignments, test in small settings, use computers, and work with their peers on group assignments.

If the Student Success Team believes further intervention is necessary, then the student may be referred to special education or 504 services.

While Tier 3 students may access a variety of academic supports before and after school including tutoring, Saturday school, and teacher coaching, the majority of interventions are given throughout the school day to ensure that students receive the full benefits of their individualized instruction. Services in the learning center, push-in and pull-out assistance, instructional aides, and study skills classes are all provided to students during the school day.

Equitable Access to the Curriculum:

MSA-Santa Ana utilizes an instructional program that emphasizes equitable access to the curriculum for all learners, including students with disabilities. These include:

Co-Teaching/Push-in/Pull-out Support- MSA-Santa Ana supports its exceptional populations by utilizing multiple methods of providing special education services. MSA-Santa Ana fosters an inclusive model of education. As such, Professional Development in the area of co-teaching allows teachers to grow their ability to educate and service students of varying abilities. In order to effectively implement a co-teaching model, special education and general education teachers are given time to co-plan and develop lessons so that students are provided appropriate supports and accommodations. Students who require additional assistance, receive services in a push-in or pull-out model where they receive more individualized attention.

Additionally, the digital formatting of our McGraw Hill curriculum allows teachers to collaborate on unit and lesson plans to ensure that all students' accommodations and needs are being addressed. This system is setup such that all students attend every class. The Special Education teacher and various paraprofessionals provide instructional support within the general education setting. This allows for all student groups to be supported while participating in the least restrictive environment throughout the day.

Embedded Supports- In addition to the on-site staff coordinated by the Special Education and/or RTI Coordinator, MSA-Santa Ana contracts with an outside service provider to support children's learning needs, such as intervention specialists, speech and language therapists, and occupational therapists who work with teachers to provide the least restrictive and most accessible learning environment. Special education aides work directly in the classroom, providing customized support to students throughout the day, and are valuable members of the team.

Differentiated Instruction- Teachers at MSA-Santa Ana deliver a curriculum that is tailored to each student's interests and needs. This support includes accommodations, use of technology, and data-informed decisions, such as utilizing Lexile reading scores and bringing technology into the classroom.

Socio-economically disadvantaged/low income students:

The instructional design of MSA-Santa Ana addresses the needs of low-income and socio-economically disadvantaged students, who make up the overwhelming majority of our enrollment. Socio-economically disadvantaged students are identified through their participation in the Free and Reduced Lunch program. Counseling, intervention/remediation, individual tutoring and free eligibility to after school social, academic and athletic programs are some of the many programs that support our socio-economically disadvantaged students. Home visits, motivational guest speaker programs, parent meetings, university and college visits, and instructional field trips

are planned to shape the educational vision of the student and the family. Socio-economically disadvantaged students have role models around them who will inspire motivation to focus on lessons and self-confidence with the discovery of their potential.

The Charter School administration ensures that these programs are available to all students, including socio-economically disadvantaged students, and works with the teachers and parents to encourage for student participation in these programs. The administration monitors the performance and progress of socio-economically disadvantaged students through the use of MSA-Santa Ana's data cycle.

Annual Evaluation:

MSA-Santa Ana implements a schoolwide program where the comprehensive needs assessment is done and evaluated annually with our stakeholders based on many achievement and growth metrics, including CAASPP proficiency rates in ELA/Literacy and math, CA School Dashboard status and growth data, NWEA MAP growth data, student grades, and other assessments described in this section.

MSA-Santa Ana, with the involvement of parents and our SSC, conducts an annual evaluation of the content and effectiveness of our schoolwide programs as well as our family involvement policy in improving the academic quality of the school under Title I, Part A, including identifying barriers to greater participation by parents in activities under ESSA. MSA-Santa Ana pays particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. MSA-Santa Ana will use the findings of such evaluation to design strategies for more effective parental involvement and to revise, if necessary, our family involvement policy. Please see section "Parent and Family Engagement" for more details.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

LEA is an independent, direct-funded charter school and it is a single-school LEA. MSA-Santa Ana Homeless Liaison shall ensure that:

1. Homeless students are identified by school personnel and through coordination activities with other entities and agencies.
2. Homeless students enroll in and have a full and equal opportunity to succeed at MSA-Santa Ana.
3. Homeless students and families receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by MSA-Santa Ana, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.
4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
6. Enrollment/admissions disputes are mediated in accordance with law, the MSA-Santa Ana charter, and Board policy.
7. Parents/guardians are fully informed of all transportation services, as applicable.
8. School personnel providing services receive professional development and other support.

9. The School Homeless Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from the School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

Homeless children and youth will be identified through:

1. The application process for enrollment (self-identification)
2. School personnel recommendations
3. Coordinated activities with other entities and agencies

MSA-Santa Ana will comply with all federal, state, county, and other data collections and reporting requirements regarding homeless children and youth.

In order to provide equal access to our school, the MSA-Santa Ana annual student recruitment plan shall include efforts to reach homeless families, children, and youth via free public events, community centers, and local homeless service providers. Homeless students may also be identified at the time of enrollment (through self-reports).

Homeless youth will not be discriminated against in the application process. Homeless children and youth will be allowed to apply for enrollment in accordance with current MSA-Santa Ana enrollment policies even if the parent/guardian is unable to provide the school with the records normally required for enrollment such as previous academic records, birth certificate, medical records, proof of residency, or other documentation. The MSA-Santa Ana designee shall immediately contact the school last attended by the student to obtain the relevant records. If the student needs to obtain immunizations or does not possess immunization or other medical records, the designee shall refer the parent/guardian to the homeless liaison. The liaison shall assist the parent/guardian in obtaining the necessary immunizations or records for the student.

In the case of an unaccompanied youth, the homeless liaison shall assist in the enrollment process. Unaccompanied youth shall be immediately enrolled if space is available even if unable to provide the school with the records normally required for enrollment (as above), and despite lack of parent or legal guardian's supervision or permissions, or "power of attorney" by supervising adult.

Any confidential record ordinarily kept by the school, including immunization or medical records, academic records, birth certificates, guardianship records, and evaluations for special services or programs, of each homeless child or youth will be maintained so that the records are available, in a timely fashion, when a child or youth enters a new school or school district.

Homeless students automatically qualify for free breakfast and lunch at MSA-Santa Ana. Families do not have to fill out an application or provide proof of income. Homeless students will be added to the free meals program as soon as they have been identified.

Per the McKinney-Vento Act, LEAs must provide services to homeless children/youth that are comparable to those received by other students in the school selected, including transportation. In addition, schools must provide transportation for homeless students to and from their school of origin, if feasible.

MSA-Santa Ana, where feasible, applicable, at the request of the parent/guardian and/or in the best interest of the homeless children and youth shall provide transportation to students experiencing homelessness to ensure the students are able to stay at MSA-Santa Ana for the duration of their homelessness. MSA-Santa Ana may work with the youth's district of residence or other agencies to provide transportation services.

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

(A) through coordination with institutions of higher education, employers, and other local partners; and

(B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LEA is an independent, direct-funded charter school and it is a single-school LEA serving students in grades 6-12.

Dual Enrollment:

MSA-Santa Ana provides a college preparatory educational program emphasizing science, technology, engineering, arts and math in a safe environment that cultivates respect for self and others. Through Honors courses, AP courses and dual enrollment courses, students who demonstrate high achievement, interest and/or ability are provided the opportunity for a rigorous learning environment. As we encourage our students to have an accredited college/university/post-secondary institution ("college") course-taking experience as early as possible, we also work with our students to ensure it is a successful one and that it complements the rigorous course schedule offered at MSA-Santa Ana.

College Pathways Program:

MSA-Santa Ana upholds the belief that college is attainable through academic success and persistence. The MSA-Santa Ana College Pathways program provides students with the emotional and instrumental support students need to graduate college and career ready. By providing timely information and guiding students through the college application process, our College Counselor plays an integral role in nurturing students' college aspirations, supporting college preparation activities, finding best-fit colleges, universities and career programs, and advising students on how to make successful transitions from high school to their colleges of choice.

A distinguishing feature of our College Pathways program is the active participation of our students in the development and design of their future academic pathways. Our college counselor works individually with parents and students on a Four-Year Plan that outlines graduation requirements, tracks extracurricular and volunteer activities, and builds students' resumes in order to support them in the college application process. Special programming is offered to students to develop interests and build on skills needed for credentialing and certification for specific trades.

To enrich college-going activities, our College Counselor and students regularly visit college campuses, research requirements, and explore financial aid and scholarship options. College advising teams work together to track UC/CSU A-G requirement completion, credits completed towards graduation, scholarship eligibility, scholarship applications, Personal Statements, progress towards college application submission, and more.

Additionally, MSA-Santa Ana is invested in monitoring the postsecondary pathways of our graduates including the transfer, persistence, and completion trends across the spectrum of institutions including 4-year universities, 2-year colleges, trade/technical schools, and the military. Our alumni network is strong with students returning as tutors, mentors and contributors to our rich learning environment. By serving students as a tangible resource, the college mentorship program is able to greatly increase positive outcomes for our students.

Advisory Program:

Our students take Advisory all four years of high school. Each student works closely with their Advisory teacher to develop their Four-Year Plans, exploring and setting academic and career goals. Students take part in team building activities, community service opportunities and work on their high school portfolio. Advisory also provides curriculum to increase student knowledge and ability in skills necessary for everyday living. The program emphasizes defining personal values, goal-setting and planning, making decisions and solving problems, evaluating information and dealing with media and peer pressure, communication and relationships, decision-making, wellness and personal safety, and contributing to your community.

College Readiness Course:

MSA-Santa Ana offers a college readiness course to all our juniors and seniors that focuses on preparing students to complete college applications by creating a portfolio that includes CSU Mentor High School Planner, UC/ Private School Personal Statement, EOP application, SAT/ACT registration and preparation, and FAFSA Forecaster.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

(A) assist schools in identifying and serving gifted and talented students; and

(B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LEA is an independent, direct-funded charter school and it is a single-school LEA serving students in grades 6-12.

MSA-Santa Ana may use Title I, Part A funds to support our GATE Program and School Library/Reading & Digital Literacy Skills Program as described below.

GATE Program:

MSA-Santa Ana is committed to supporting gifted and highly capable students in a safe, caring environment which promotes a college preparatory, STEAM education. Instructional programs for Gifted and Talented students are based on the core principles that all students have the potential to excel and should have the opportunity to develop their individual abilities, interests and potential. The purpose of the MSA-Santa Ana GATE program is not to simply identify the highest achieving students, but rather, identify students with exceptional abilities, those that go well beyond their peer group.

MSA-Santa Ana's advanced academic programming serves students in grades 6-12 and offers highly challenging learning opportunities that adhere to our Core Values of Excellence, Innovation, and Connection. Educational experiences and are designed to meet the needs of advanced learners with an emphasis on innovation, critical thinking, and logical reasoning. MSA-Santa Ana serves GATE students through a number of delivery models and settings so that students obtain an optimal level of learning. These include, but are not limited to, Advanced Placement courses, Honors/Scholars classes, cluster groupings, acceleration (math, etc.), enrichment activities, independent studies, and group projects.

MSA-Santa Ana's GATE identification procedures are equitable, comprehensive, and on-going. Assessments and recommendations for the program reflect best practices and are research-based. MSA-Santa Ana understands that examinations alone may not reflect the abilities of all students, as well as GATE students of diverse populations. Therefore, MSA-Santa Ana includes teacher and/or administrator recommendations as well as work samples in its identification process. In order to identify a student as gifted,

evidence must be gathered relating to his/her ability to perform beyond chronological peers. Data should be broad enough to discover aptitudes across racial, ethnic, and economic groups.

School Library/Reading & Digital Literacy Skills Program:

All MSA-Santa Ana students participate in Sustained Silent Reading (SSR) for about half an hour day, every day. MSA-Santa Ana utilizes myON reader, a personalized, online literacy program that helps teachers manage and monitor a student's independent reading practice. myON is used as a reading intervention, as it generates book recommendations within each learner's target Lexile ranges. Accommodations such as audio narration to model reading fluency, highlighting text, and the use of embedded dictionaries, allow learners to develop academic vocabulary and reading fluency. Teachers have access to data related to Lexile levels which informs their teaching and supports differentiation. Once completed, the student is administered an online assessment which informs the teachers of the student's progress. If a student continues to struggle while reading at his or her level, additional interventions are implemented. All teachers use assessment results to inform Response to Intervention (RTI) strategies.

Besides online resources, MSA-Santa Ana also strives to provide a rich collection of texts through school and classroom libraries to support literacy instruction and academic achievement. Our teachers promote greater amounts of reading, increased reading frequency, and more diverse reading experiences among their students, thus helping them to attain greater levels of reading achievement.

Title I, Part A Use of Funds:

MSA-Santa Ana aligns its federally-funded programs with the priority goals of the school and such funds provide the opportunity to innovate. The planning process supports continuous cycles of action, reflection, and improvement. Through our information/input sessions including Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings, we have identified the following strategies and actions that we plan to use Title I, Part A funds to supplement our education program:

- Supporting teachers with their PD needs in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment; monitoring and evaluating teachers for their performance;
- Providing CCSS aligned ELA and math support and intervention to all students, including ELs and immigrant students, and monitoring student progress in ELA/Literacy and math as measured by the interim assessments (MAP, IAB, etc.);
- Promoting a college-going culture through dual enrollment, AP courses, college visits, and other college related activities;
- Providing students with a well-rounded education including programs such as health and physical education, arts and civics, GATE programs, school library/reading and digital skills programs, etc.;
- Supporting instruction with technology;
- Pursuing an integrated strategy to support the exchange of information, purposeful interaction, and meaningful participation between the school, families, and community partners to support student learning and achievement. This will include but not be limited to SSC, ELAC, and PTF meetings, parent activities/events, web portal, home-visits, and school experience surveys;
- Providing students with 4-year plans and support programs to ensure timely high school graduation;
- Implementing policies that encourage and support student attendance, positive student behavior and improvements.

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend**.**

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and we do not receive Title I, Part D funds.

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

MSA-Santa Ana conducts credential review as part of teacher hiring process and support our teachers' credentialing needs. We also annually review master schedule/teacher assignments to ensure compliance. We ensure that all teachers are supported with their credentialing needs and that they participate in PD in areas, including but not limited to, Common Core ELA/Literacy, math, NGSS, and in areas of need identified through needs assessment. MSA-Santa Ana also monitors and evaluates teachers for their performance.

MSA-Santa Ana monitors how effectively teachers implement strategies and skills they learned in the PD sessions in the classroom. The school leadership team makes daily classroom observations using the Magnolia Public Schools (MPS) teacher observation protocol which includes walkthroughs, informal and formal observations and formal evaluation.

MSA-Santa Ana evaluates teachers for their performance. We identify those areas the teachers need improvement to become more effective and efficient at their jobs and communicate with teachers about performance, mutually establish goals and identify actions for progress, and evaluate results. Evaluation results may be used as basis and documentation for performance pay, transfer, promotion, reassignment, or disciplinary action.

Professional development occurs both at the organizational level and school level. In addition to ongoing professional development activities that support efforts to increase student academic performance, MSA-Santa Ana provides all staff with multiple opportunities to grow professionally. MSA-Santa Ana assesses staff professional development needs through formal and informal performance observation and surveys. Based on these data and combined with the school improvement plan actions in our LCAP and SPSA, MSA-Santa Ana determines common staff development days, and tailors staff development to individual staff needs.

PROFESSIONAL LEARNING COMMUNITIES ("PLCS")

MSA-Santa Ana is organized into Professional Learning Communities by grade level and by department. PLCs seek to transform a school into a community that fosters mutual cooperation, emotional support, personal growth, and a synergy of effort. Combined with the school improvement plan actions in our LCAP and SPSA, the answers to the following questions are studied in PLCs:

- How do we ensure that students learn?
- How do we foster a culture of collaboration?
- How do we ensure results?

We use PLCs to:

- Clarify intended outcomes
- Develop common assessments
- Jointly analyze student achievement data
- Establish team improvement goals
- Share best practices and materials
- Engage in collective inquiry and action research regarding student learning
- Support system and sense of efficacy
- Promote more engaged, motivated, and successful students with reduced absenteeism
- Focus on students' needs academically and behaviorally

As an implementation of the PLC at MSA-Santa Ana, all staff will read educational literature and make informed recommendations for school and system-wide improvement. The staff will produce an annual reading list recommended by the PLCs. The following literature will be on MSA-Santa Ana's staff reading list: Alan Blankstein, Failure Is Not an Option: 6 Principles That Advance Student Achievement in Highly Effective Schools; Dr. Robert Marzano's Classroom Management That Works: Research-Based Strategies for Every Teacher; Carol Ann Tomlinson's How to Differentiate Instruction in Mixed-Ability Classrooms, and Doug Lemov's Teach Like A Champion.

SCHOOL-WIDE MEETINGS AND PROFESSIONAL DEVELOPMENT ACTIVITIES

Department Level Staff Meetings

All teachers meet departmentally every month to:

- Share Time: Presentation by a member on an effective classroom strategy
- Vertically align curriculum
- Analyze student achievement data (NWEA MAP, CAASPP, ELPAC, grades)
- Improve instructional strategies per data indicators
- Differentiate instruction
- Plan major departmental events
- Discuss other departmental issues and policies

Department Chairs are responsible for minutes and forwarding action items to the appropriate administrative leaders.

Grade Level Staff Meetings

Grade level teachers meet once a month and collaborate on the issues below:

- Classroom strategies
- Sharing promising practices
- Curricular and academic issues (grading uniformity, homework load, differentiation, and other academic issues)
- Support for students with academic challenges (IEP, 504, RTI, SSR, Accelerated Reader, Accelerated Math, Tutoring)
- Discussion of student academic supports (peer tutoring, mentorships)
- Long-term projects (science fair projects, English & history & math projects)
- Integration/thematic units/horizontal alignment of the curriculum
- Field trips
- Discussions and strategies for students with behavioral problems
- School/grade level wide incentive programs
- Other common grade level and school wide issues

Grade Chairs are responsible for minutes and forwarding action items to the appropriate administrative leaders.

Wrap Up Meetings

MSA-Santa Ana staff participates in end-of-the-year meetings to focus on evaluation of student achievement data, effectiveness of the programs such as testing, curriculum, and intervention programs, counseling, after school, and other school matters. These meetings help staff prepare a professional learning plan for themselves and review what worked well during the school year. These plans and feedback are addressed in the summer in–service program.

Summer In-Service Programs

MSA-Santa Ana holds orientations and trainings for both new and veteran teachers to familiarize them with policies and procedures regarding the Charter Schools' operations, and the academic and education program goals for the year. A teacher workshop/summer in service program is held in August for about two weeks. The program consists of at least four days of intensive training, after which teachers continue their studies at their school sites and communicate with each other via grade level and subject area email groups.

Peer Observations

MSA-Santa Ana believes that every effective teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally. Therefore, each teacher is required to make monthly class visits to other teachers' classrooms to observe effective strategies and reflect on his/her observations by using peer observation beneficiary forms. These forms are used to create a professional development plan for individual growth.

Formal Observations/Evaluations

All teachers are observed in the classroom by department chairs and the administrative team (Dean of Academics, Principal and Chief Academic Officer). A rubric guides observation and allows for the development of constructive feedback. MSA-Santa Ana's formal teacher evaluation program is comprehensive and includes an evaluation of academic performance of their students. All teachers are evaluated annually. A pre-conference and post conference are scheduled for each of the evaluation.

Walkthroughs

MSA-Santa Ana administration/Department Chairs make regular walkthroughs in each teacher's classroom. This quick and informal visit provides teachers immediate and constructive feedback in specific areas to improve instruction and student learning.

Beginning Teacher Support and Assessment Program ("BTSA")

MSA-Santa Ana provides new teachers with BTSA, a two-year program that provides beginning teachers with collegial support, guidance, professional development, motivation to continue in the profession, and training. It links college level teacher preparation with classroom application.

Ongoing Professional Development Program for Special Education

MSA-Santa Ana conducts ongoing in-services for special education. During the August in-service training a specialist trains our entire staff about services and programs related to students with learning disabilities. MSA-Santa Ana's special education teachers train the staff on the IEP documentation and how to implement accommodations and modifications in a general education classroom. Our special education teachers attend workshops and trainings provided by the District/County and SELPA and attend a resource conference to hear from additional experts in the field of special education. In addition to the August sessions, MSA-Santa Ana conducts quarterly training sessions about special education. Special education teachers and paraprofessionals who are authorized to handle crisis situations and physically restrain students will complete specialized training in behavioral interventions, such as Crisis Prevention Institute ("CPI"), prior to placement in the classroom.

SUPPORT FOR SCHOOL ADMINISTRATORS

Magnolia Public Schools (MPS) Home Office holds monthly day-long meetings for school administrators (principals and deans) where principals and deans are trained by the Home Office support staff on leadership, academics, accountability, school operations, finance, HR and other matters. These meetings create medium for best practice sharing, collective brainstorming, problem-solving as well as data analysis and specialized training. Based on a needs-assessment of the administrators, the deans meet with their principals and principals meet with the Home Office c-level team to set 2-3 professional development goals for the year in August, followed by a mid-year progress check in January and an end-of-year progress meeting in May. Individual needs and professional development goals drive the professional map at MPS. The CEO, COO, CAO, CFO, and the Chief Accountability Officer provide weekly online check-in sessions, monthly in-person trainings at the Home Office, and biweekly mentoring sessions on-site.

TUITION REIMBURSEMENT

MPS provides all employees with professional development opportunities to increase the effectiveness of their performance in their present positions, and to obtain skills, knowledge, and abilities which may improve their opportunities for advancement within the Organization. There are four types of programs covered under the Tuition Reimbursement policy which include sample recommended job-related certifications and programs. Category 1 includes teaching related certification/career development programs; Category 2

includes administrative related certification/career development programs; Category 3 includes job-related master's degree program; and Category 4 includes job-related doctoral degree programs. Sample Category 1 programs include:

- CCTC approved teacher credentialing programs (at a college or university, through college/university internship, district internship, etc.)
- CCTC approved subject-matter preparation programs
- BTSA induction programs
- English Learner Authorization/CLAD certification
- National Board certification
- Undergraduate/graduate level academic courses not leading to a degree program
- Other programs if approved by the MPS Home Office

Sample Category 2 programs include:

- Administrative services credential
- College counseling certification
- Behavior intervention specialist certification
- CBO certification
- SHRM certification
- Project management certification
- IT certification
- Undergraduate/graduate level academic courses not leading to a degree program
- Other programs if approved by the MPS Home Office

As described above, MPS and MSA-Santa Ana will continue to provide systems of professional growth and improvement and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is an independent, direct-funded charter school and it is a single-school LEA.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

MSA-Santa Ana firmly believes that teacher quality is the most important variable in increasing student achievement. The evaluation process helps the teacher and the school administrators build on the strengths of the teacher and identify those areas the teacher needs improvement to become more effective and efficient at his/her job. Performance evaluation allows the school administrators and the teacher to communicate openly about performance, mutually establish goals and identify actions for progress, and evaluate results which may provide a basis and documentation for transfer, promotion, reassignment, or disciplinary action.

The Evaluation Process

MSA-Santa Ana will use multiple measures in order to make a reliable teacher evaluation. These measures include (1) Teacher Performance on the MPS Framework for Teaching, (2) Teacher Professional Qualities, Dispositions, and Responsibilities, (3) Student, Parent, and Staff Voices, and (4) Student Performance. Using multiple measures will provide for better insight and reliability than using only one measure.

Standards in the MPS Framework for Teaching involve teaching processes and teaching outcomes and are the basis for classroom observation evaluations. The annual evaluation process involves frequent informal classroom observations and feedback for the teacher, a formal observation cycle, collection of evidence to foster collaboration with the teacher, and goal setting and monitoring. This process is supplemented by assessment of teacher's professional qualities, dispositions, and responsibilities, student and parent feedback through surveys, and student performance data. Numerous academic studies confirm the long-held belief that teacher quality is one of the greatest determinants of student achievement. By incorporating student performance into teacher evaluation, MSA-Santa Ana wants to keep ongoing student performance discussions with the teacher. MSA-Santa Ana will use the following weights for each measure to determine an end-of-year overall rating.

- Teacher Performance on the MPS Framework for Teaching: 55%
- Teacher Professional Qualities, Dispositions, and Responsibilities: 10%
- Student, Parent, and Staff Voices: 15%
- Student Performance: 20%

Evaluators will use the weights (percents) established above for each measure of teacher evaluation and the final score earned by the teacher on each measure to calculate an end-of-year overall performance score of the teacher. Depending on the overall performance score, the teacher will receive an end-of-year overall evaluation rating of 1 (Ineffective), 2 (Developing), 3 (Effective) or 4 (Highly Effective).

Teacher Performance on the MPS Framework for Teaching

MPS Framework for Teaching is based on research in educational psychology and cognitive science, as well as best practices in the field. The standards involve teaching processes and teaching outcomes and are the basis for classroom observations and evaluations. The framework provides a foundation for professional conversations among practitioners as they seek to enhance their teaching skills. It may also be used organization-wide as the foundation of mentoring, coaching, professional development, and teacher evaluation processes, thus linking all those activities together and helping teachers become more thoughtful practitioners. Developing a common understanding of the framework is critical; therefore, MSA-Santa Ana trains all teachers, school administrators, and staff on the MPS Framework for Teaching.

The annual evaluation process at MSA-Santa Ana involves frequent informal classroom observations and feedback for the teacher, a formal observation cycle, collection of evidence to foster collaboration with the teacher, and goal setting and monitoring. MPS will use on online tool to record and share classroom observation notes, feedback, evidence, forms, evaluation results, and all other related documentation. The tool can be used by both the teacher and the observer or evaluator in respect to their roles. Teachers are encouraged to conduct peer observations. Informal observations can be conducted by the school administrators as well as instructional coaches, department chairs, MPS Home Office support team, and other professionals. Informal observations are mainly conducted for the purpose of providing focused, constructive, and critical feedback to the teacher aimed at improving teaching, or sometimes, just for

learning from the observations. While formal observations also provide feedback and guide coaching of the teacher like the informal ones, they form the basis for evaluation of job performance evaluation and are conducted by the school administrators.

The teacher being evaluated will take the lead in conducting the evaluation process through the use of self-assessment, reflection and by gathering evidence for teaching practice. The evaluator will conduct classroom observations to collect evidence on specific standards. Collaborative use of evidence and reflection will provide a basis for self-assessment, goal-setting, professional development, and demonstration on specific standards and expectations. The evaluator and the school administrator will meet mid-year to discuss progress toward annual goals, and if necessary, any adjustment to action plans. The evaluator and the administrator will meet toward year-end to discuss progress or completion of goals and possible new goals for the next school year.

After completion of the evaluation process, each teacher will receive a rating of 1 (Below Standard), 2 (Approaches Standard), 3 (Meets Standard) or 4 (Exceeds Standard) for each standard on the MPS Framework for Teaching. Besides rating (1) Teacher Performance on the MPS Framework for Teaching, the evaluators will also score (2) Teacher Professional Qualities, Dispositions, and Responsibilities, (3) Student, Parent, and Staff Voices, and (4) Student Performance. The final score and the weight for each measure will be used to calculate an end-of-year overall performance score of the teacher. Depending on the overall performance score, the teacher will receive an end-of-year overall evaluation rating of 1 (Ineffective), 2 (Developing), 3 (Effective) or 4 (Highly Effective).

Classroom Observations

Classroom observations are at the heart of a teacher evaluation system. These observations have potential to identify strengths and address specific areas for growth in teachers' practice. The following are important to consider in order for observations to become a fair and reliable tool:

- Focus of the observation
- How evidence is collected
- How evidence is interpreted against performance ratings
- How observations and feedback are shared

MSA-Santa Ana uses two types of observations that work in collaboration:

Informal Observations/Walkthroughs:

- Are conducted minimum six (6) times a year per teacher (Recommended: every other week)
- Are 10-15 minutes in length
- Are unannounced
- Focus on specific standard or element (While not opposing the idea that observation can focus on any identified area for growth at any time of the year, MPS recommends an organization-wide schedule as outlined below.)
    - August-September: Domain 1: Learning Environment (Standards 1 & 2)
    - October: Domain 2: Planning & Preparation (Standards 3 & 4)
    - November-January: Domain 3: Instruction & Assessment (Standards 5, 6, & 7)
    - January-March: Domain 3: Instruction & Assessment (Standards 8 & 9)
    - April-June: Standards 8 & 9, and other identified areas for growth unique to each teacher
- Result in bite-sized feedback to the teacher (Recommended: Feedback on both strengths and areas for improvement; leverage questions, if applicable; notes about what worked best and what could have been done differently and why; and some targets for improvement, if applicable.)
- Connect to the teacher's goals, if applicable
- Guide the coaching work of the school administrator
- Can also be done by peers (Recommended: at least two peer-observations per year by each teacher)
- Are recorded on the "MPS Classroom Observation Form"

Formal Observations:

- Are conducted once a year per teacher (Can be conducted more for teachers who are new at MPS or have ratings of 1 or 2 on any standard)
- Take full class period
- Scheduled
- Have three parts called the “Formal Observation Cycle”: Pre-Observation Conference, Formal Observation, Post-Observation Conference.
- Are recorded on the “MPS Classroom Observation Form” and rated on the “Post-Observation Reflection Form.”

Evidence Collection:

Formal Observations need to capture evidence of everything that is happening in the classroom, both verbal and non-verbal: What was the teacher doing and saying? What were students doing and saying? What were the tasks? What interactions took place between and among the students and the teacher? There are typically four types of evidence the evaluators can collect during an observation:

- Verbatim scripting of teacher or student comments
- Non-evaluative statements of observed teacher or student behavior
- Numeric information about time, student participation, resource use, etc.
- An observed aspect of the learning environment

High quality evidence is important in fostering collaboration with the teacher. The evaluators need to be cautious in collecting evidence rather than recording their opinions. The following are some differences between opinion and evidence, respectively. Subjective vs. objective; ambiguous vs. unambiguous; may include value judgment vs. free of value judgment; draws conclusions, makes inferences or guesses vs. makes observations; summarizes teacher practice vs. gives proof of teacher practice.

Student, Parent, and Staff Voices

Research into teaching effectiveness indicates that student, parent, and staff voices play a powerful role in helping schools and districts learn how to improve teaching. Surveys have been the primary means of collecting student, parent, and staff voices about effective teaching. MSA-Santa Ana uses an online platform to provide students, parents, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and students’ own strengths and weaknesses. MSA-Santa Ana believes that student, parents, and staff have an essential role to play in informing school climate and teaching effectiveness: this feedback instrument provides teachers and other employees with valuable data about how students see their classes, how much parents are involved, and how to facilitate improvement.

Student Assessments at MSA-Santa Ana

As explained in Standard 7 of the MPS Framework for Teaching, “Teachers are expected to use formative and summative assessment strategies to monitor student progress and to adjust instruction in order to maximize student achievement.” The measures that are used to assess student progress include all state-mandated standardized tests such as the Smarter Balanced Summative Assessments. MSA-Santa Ana also uses the Smarter Balanced Interim Assessments which are designed to support teaching and learning throughout the year; and the Digital Library, designed to support classroom-based formative assessment processes. MSA-Santa Ana administers both the Interim Comprehensive Assessments (ICAs) and Interim Assessment Blocks (IABs) to assess student learning and inform instruction during the year. The Smarter Balanced Interim Assessments are specifically designed to provide the following:

- Meaningful information for gauging student progress throughout the year toward mastery of the skills measured by the Summative Assessments
- Assessments of the CCSS, which can be used at strategic points during the school year.

MSA-Santa Ana teachers also have access to publisher or third-party-provided assessments, such as McGraw Hill, Illuminate, Accelerated Reader, and MAP. MSA-Santa Ana utilizes computer adapted MAP testing to measure student progress three times a year.

Teachers also, with the help of published materials, create standards-aligned formative assignments and tests that are evaluated using rubrics.

Assessments at MSA-Santa Ana are not tests only. As detailed in Standard 7, MPS teachers are expected to use a variety of formative and summative assessments that are valid and reliable measures of student achievement. (Ex: performance assessments, portfolios, etc.) Assessments are expected to be aligned with learning objectives. (Ex: Unit assessments are aligned with unit standards and learning objectives.) At MSA-Santa Ana, teachers provide students with choices of ways to demonstrate learning and students participate in the development of their learning outcomes. Teachers use summative assessment results to plan next units and redeliver instruction.

MSA-Santa Ana teachers are expected to closely monitor all students' progress toward meeting student learning outcomes. Teachers use technology, as appropriate, to conduct data analysis and communicate assessment results and student growth to all stakeholders (families, colleagues, administration, etc.) Teachers review summative assessment results with students, and students are involved in self-assessment, goal-setting, and monitoring progress.

Using Student Performance as a Measure of Employee Evaluation

MSA-Santa Ana continually strives to develop and refine its Student Performance metric for the purpose of measuring student achievement and growth at our school sites, as well as to inform teacher effectiveness. State and local accountability indicators along with interim and summative assessments provide valuable data on student performance and progress. MSA-Santa Ana also recognizes that a variety of assessments can and should be used to measure student progress, such as performance assessments and portfolios. As such, MSA-Santa Ana considers using a thoughtful combination of interim and summative assessments and state and local indicators, as well as student work. MSA-Santa Ana needs to make sure that Student Performance data used is of high quality as agreed by all stakeholders. While evidence of Student Performance will be collected and analyzed during the evaluation process, developing and refining a definite Student Performance metric in each subject area is an ongoing process that involves the collaboration of all our stakeholders. For practical calculation purposes and the fact that the CA School Dashboard provides performance levels for all students and for student groups on the state indicators, MSA-Santa Ana will use the state indicators as its Student Performance metric unless a different metric is identified and agreed upon. MSA-Santa Ana will base 20 percent of end-of-year overall evaluation on Student Performance.

Ongoing Consultation to Support Continuous Improvement

As explained above in detail, MSA-Santa Ana uses a variety of data and ways to assess the effectiveness of professional development activities and teacher effectiveness, including but not limited to, informal observations/walkthroughs, formal observations, student, parent, and staff voices, student achievement data, and teacher self-assessment. The coaching/mentoring process that involves goal-setting, progress monitoring, periodic observations, feedback, reflection, peer observations and mentoring is geared toward creating an individualized professional growth plan and support system for each of our teachers and administrators. As also explained Section "Professional Growth and Improvement," MSA-Santa Ana will continue to provide all employees with professional development opportunities to increase the effectiveness of their performance in their present positions, and to obtain skills, knowledge, and abilities which may improve their opportunities for advancement within the Organization through PD, induction, certification and other programs that are funded by various sources, including Title-II.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Professional development for teachers of English Learners will be extensive and ongoing at MSA-Santa Ana. Professional development specific to ELs will endeavor to improve ELD instruction, facilitate the ability of teachers and school leaders to successfully implement the EL program, and help improve English language proficiency and subject matter knowledge of ELs.

(Note: Magnolia Public Schools (MPS) receives Title III, Part A funds as a consortium of 10 Magnolia Science Academies, of which Magnolia Science Academy-1 is the lead member school. The MPS EL Coordinator of the Consortium serves all 10 school sites.)

Effective professional development will include:

- An ELD workshop for teachers at the Summer In-Service.
- An overview of the EL Master Plan, including program placement, progress monitoring, and reclassification, presented to all staff.
- Sessions dedicated to English Language Development (ELD) training for teachers at the annual Fall and Spring Teacher Symposiums.
- ELD training and shared best practices at least once per month at the school-site level staff meetings.
- All core teachers will attend at least one third-party ELD training (this may be done off or on site; for example, attend a workshop offered by the county office, or hire a consultant to present to the staff on site).
- The MPS EL Coordinator will regularly attend high-quality professional development workshops and conferences, including a monthly Bilingual Directors' Meeting at the Los Angeles County Office of Education, and share resources and information with teachers and school leaders at MSA-Santa Ana.
- When possible, MSA-Santa Ana EL Coordinator will attend professional development sessions and meetings with the MPS EL Coordinator.
- The MPS EL Coordinator will host two (one per semester) trainings/meetings for the site-level EL Coordinators. These meetings will review ELD strategies, best practices, an assessment of EL data at each school site, and evaluate the effectiveness of the EL program.
- Regular updates regarding ELs and ELD will be provided to all MPS principals and deans during monthly meetings at the Home Office.
- The MPS EL Coordinator and MPS Math Coach will provide a workshop to math teachers that will support EL access across the curriculum.
- The MPS EL Coordinator and MPS Student Services director will provide resources to help teachers and school leaders support dually identified students.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Immigrant Identification Policy and Procedures:

MSA-Santa Ana will identify immigrant children and youth by asking the following questions in our Home Language Survey during enrollment:

- Student's Birth Place (including the City, State, and Country)
- Date Student First Attended School in the U.S.
- Date Student First Attended School in California

In addition to the Home Language Survey, MSA-Santa Ana will use information collected through birth certificates and any available CALPADS and school records to check if the following criteria are met in order to identify immigrant children and youth:

- is aged three through twenty-one;
- was not born in any state (each of the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico); and
- has not been attending any one or more schools in the United States for more than three full school years (20 USC § 7011[5].)

Although many immigrant students are English language learners, this is not always the case. Students who meet the definition of "immigrant" above will be reported in CALPADS and school records regardless of their primary language or language proficiency level.

Services and Activities for Immigrant Children and Youth:

The following are some of the supplemental services and activities MSA-Santa Ana will provide our immigrant students with, depending on the immigrant students' needs and the population size:

- Family literacy, parent and family outreach, and training activities designed to assist parents and families to become active participants in the education of their children, including home visits to the families and trainings on the student information system and introduction to the educational system and civics education;
- Language acquisition programs; primary language assessments and support, as needed (e.g., Ballard & Tighe); academic vocabulary development (e.g., Kate Kinsella workbooks);
- Additional tutoring for newcomers in core subjects and electives;
- Counseling and mentoring services;
- Translation services for parents and students.

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

CORE Program - SEI Program

EL Program Overview: All English Learners at MPS schools receive both integrated and designated English Language Development, that is supported by high quality curriculum, monitoring, professional development, coaching, and assessments. Depending on the student's language proficiency level and grade level (determined by the ELPAC), an EL student may receive designated ELD in a full hour class (will not interfere with college requirements), 25-minute class, or during their ELA class. MPS schools use the McGraw Hill ELA curriculum (Wonders for elementary and StudySync for secondary) which have integrated and designated strategies and lessons

built in. Integrated ELD is provided in all classes, and teachers are trained to utilize strategies such as SDAIE and the CHATS Framework. (Supplemental - the training for the modeling and implementation comes from Title-III, Part A funds.)

The CHATS framework is made up of components that are broken up into five areas around the acronym: C – Content Reading Strategies; H – Higher Order Thinking Skills; A – Assessment; T – Total Participation Techniques; and S – Scaffolding Strategies. This framework is designed to work in mixed, multilingual classrooms and the corresponding book (available to all MPS teachers) provides resources and examples of how teachers can use each component in their planning. Additionally, all MPS schools have also adopted a literacy program designed to encourage students to read and help students build their comprehension and vocabulary skills. Currently, our schools are using either the Accelerated Reader Program or the myON Reading Program.

As part of the English Learner program, MPS collects students' language proficiency scores, state assessment scores, and MAP scores, along with teacher feedback in order to monitor student progress towards successful reclassification. ELD teachers, coordinators, and school leaders (deans of academics) meet at least once per month to review English Learner student data and address any areas of need. All data is collected and monitored through Illuminate, our data management system. The MPS EL Coordinator follows up with each site regarding regular EL student monitoring and provides intervention and organizational support as needed. In addition to the monthly meetings designed to address English Learner progress, weekly professional development meetings are held at each school site. During these meetings, student achievement across all grade levels and sub-groups are assessed and discussed. Our principals, deans, and teachers closely monitor all students during development meetings in order to provide additional academic support and assess academic progress and programs in all subject areas.

Although the EL Coordinator's primary duty will be to provide the supplemental services outlined below to ELs, the EL Coordinator will also work with the Chief Academic Officer, on-site EL Coordinators, and Office Managers to support schools with accountability. Some examples of how the consortium will hold member schools accountable are:

- Create Title III folders for each school site with a calendar of notifications, procedures for notifying parents of ELs, certifications for notices mailed and data reported, attendance sheets for PD and parent meetings/workshops, etc. The MPS EL Coordinator will work with school leadership and on-site ELD Coordinators to ensure that folders are maintained and updated.
- The executive office manager will ensure and certify the timely submission of all CALPADS data pertaining to ELs.
- School leadership will certify the timely submission of all Title III notifications mailed to parents of ELs.
- The consortium EL Coordinator will work with site-level coordinators to conduct walk-throughs of classrooms to ensure program fidelity.
- The consortium EL Coordinator will support site-level coordinators and teachers with progress monitoring of ELs and provide a framework for progress monitoring.

Authorized activities chosen by the LEA relating to supplementary services as part of the language instruction program for English Learner students: In order to most efficiently utilize Title III funds within the consortium, an English Learner (EL) Program Coordinator has been hired to provide direct, supplemental services to English learners and teachers of English language learners at all consortium-member schools (10 in total). The EL Coordinator will support implementation of the LEA's EL Master Plan and program, as well as ensure that all appropriate ELL services are being delivered at each member school. Specifically, the EL Coordinator will provide the following services to member schools:

- Maintain, evaluate, and improve the EL Master Plan and EL Program based on the observations, data, and feedback from each member school.
- Provide coaching, and professional development to all teachers of English learners (for example, provide integrated and designated ELD support, teacher training, coaching on SIOP, CHATS, and SDAIE strategies, and model push-in support).
- Conduct lesson demonstrations and classroom observations/walk-throughs in order to help improve instruction delivered to ELs.
- Help teachers monitor the progress of ELs and reclassified students and create appropriate interventions and action plans as needed.
- Assist site-level coordinators and staff with the development of action plans and appropriate supports for Long Term English Learners and Newcomers.

- Lead and train ELD Coordinators at each school site, including facilitate team meetings as well as coordinate the EL program strategic planning process.
- Oversee the adoption and implementation of the ELD curriculum.
- Attend ELL-related professional development and share resources and best practices with teachers and school leaders.

The MPS EL Coordinator will provide services in a percentage of time proportional to funding. A Personnel Activity Calendar/Report will be maintained by the MPS EL Coordinator.

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

(A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and

(B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Please see Program Overview above in section "Title III Programs and Activities" for a detailed discussion of integrated and designated ELD, curriculum, and progress monitoring.

EL students are carefully monitored by both site-level EL Coordinators and the MPS EL Coordinator. Academic data will be regularly assessed to determine if intervention is needed, and appropriate action plans will be created that involve students, coordinators, teachers, deans, and parents. Reclassified EL students will also be monitored for a period of four years (where applicable) following their reclassification.

The Consortium EL Coordinator will work directly with teachers of ELs, on-site EL Coordinators, and school leaders to ensure that the consortium's curriculum, revised EL Master Plan, and Title III Plan are implemented consistently and with fidelity. This will include relevant professional development, teacher training, lesson demonstrations, classroom observations, and teacher coaching that will help improve instruction for English Learners and improve achievement objectives. The Consortium EL Coordinator will also work with school leaders to address areas of need and growth as measured by accountability measures.

The MPS EL Coordinator will visit schools on a rotational basis, and with site-level coordinators, use the MPS ELD observation template to conduct regular assessments of integrated and designated ELD across the core curriculum. This template will allow coordinators to provide appropriate coaching and feedback to teachers, as well as strategies for improving ELD instruction and engaging English Learners.

The ELD program will be regularly assessed for effectiveness and will include feedback from all stakeholders. Program feedback will be collected during leadership meetings and EL Coordinator meetings.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

(A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;

(B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;

(C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;

(D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and

(E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LEA is an independent, direct-funded charter school and it is a single-school LEA receiving an allocation below $30.000.

MSA-Santa Ana has identified the following strategies and actions that we plan to use Title IV, Part A funds to supplement our education program:

- MSA-Santa Ana will provide students with a well-rounded education including programs such as health and physical education, arts and civics, etc.
  - o In an effort to provide well-rounded education to our students, MSA-Santa Ana will strive to offer additional programs such as elective courses, clubs, health and physical education, arts, and civics;
  - o MSA-Santa Ana will strive to provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, and community service programs;
  - o MSA-Santa Ana will seek partnership opportunities with local universities and organizations to provide part of the programs mentioned above (health education, arts, civics, field trips, internships, community service programs, etc.)
- MSA-Santa Ana will provide students with STEAM focused programs such as science fairs, advanced math courses/clubs, and engineering activities:
  - o MSA-Santa Ana will design its master schedule to include Accelerated and Advanced math classes/clubs;
  - o MSA-Santa Ana teachers will mentor students with STEAM focused projects, experiments, models or demos in their classes;
  - o MSA-Santa Ana will design and implement engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, and Project Lead the Way (PLTW) programs;
  - o MSA-Santa Ana will seek partnership opportunities with local universities and organizations to provide part of the programs mentioned above (mentorship to our students, PLTW, Orange County Department of Education (OCDE) partnership for STEAM related programs, etc.)
- MSA-Santa Ana will ensure that technology supports instruction.

o MSA-Santa Ana will assure that students have physical access, support, and time to use classroom, school, and community resources, including instructional materials and technology;

o Teachers will use accessible technology tools and other resources on a regular basis to engage and enhance learning and to differentiate instruction to meet the needs of every student. Teachers will effectively use challenging resources that are mentally, visually, aurally, and kinesthetically stimulating. (Ex: internet, PowerPoint, interactive white boards, document camera, multimedia, educational software, interactive games and simulations, apps, class website, lab materials, manipulatives, assistive technology, etc.)

o Teachers and students will keep up to date with technology and blended learning practices. Teachers will model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law and student maintaining internet security. Teachers will provide resources and instructional materials that require cognitive engagement. Students will choose, adapt, or create materials to extend learning.

- MSA-Santa Ana will provide students with 4-year plans and support programs to ensure timely high school graduation. Charter School will implement policies that encourage and support student attendance, positive student behavior and improvements. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.

o MSA-Santa Ana will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation and satisfaction of UC/CSU requirements;

o MSA-Santa Ana will implement restorative practices and Positive Behavioral Interventions and Supports (PBIS);

o MSA-Santa Ana will implement restorative practices, PBIS, and alternatives to suspension.

o MSA-Santa Ana will implement a positive behavior reward system and use its SIS for monitoring it.

o MSA-Santa Ana will offer Life Skills program to supplement instruction;

o MSA-Santa Ana will connect students and families with resources for social-emotional and behavioral support;

o MSA-Santa Ana will seek partnership opportunities with local universities and organizations to provide part of the programs mentioned above (Orange County Department of Education (OCDE) partnership for PBIS, behavior counseling and coaching support, etc.)

MSA-Santa Ana aligns its federally-funded programs with the priority goals of the school and such funds provide the opportunity to innovate. The planning process supports continuous cycles of action, reflection, and improvement. We have identified the above-mentioned strategies and actions that we plan to use Title IV, Part A funds to supplement our education program through our information/input sessions including PTF meetings, SSC meetings, ELAC meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings. We will continually monitor implementation of the selected strategies and actions and reflect on their effectiveness; we will continue to inform our stakeholders and involve them in the cycles of planning, action, reflection, and improvement.

Cover Sheet

2018-19 First Interim Financial Reports

Section:	III. Action Items
Item:	A. 2018-19 First Interim Financial Reports
Purpose:	Vote
Submitted by:	
Related Material:	III A First Interim 2018-19.pdf

Board Agenda Item #	Agenda # III A- Action Item
Date:	12-13-18
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Lead:	Nanie Montijo, Chief Finance Officer and Karl Yoder, DMS
RE:	Revised Budgets & 1st Interim Reports FY 2018-19

Proposed Board Recommendation

I move that the board approve the 2018-19 revised budget and submit the same as First Interim Reports for fiscal year 2018-19.

Background

Local educational agencies (LEAs) are required to file two interim reports during a fiscal year on the status of the LEA's financial condition. The first interim report (July- October) is due every December 15 while the second interim report (July-January) is due every March 15. For LAUSD and LACOE authorized schools, due date is one week earlier.

The revised budget presented today includes the following revisions and assumptions:

- Enrollment is based on actual student count on Census Day (first Wednesday of October); also the official count reported to state
- ADA driven revenues are adjusted accordingly
- Revised budgeted expenditures are based on each principal's proposal.
- ADA rate remains at the board approved rate during Budget Adoption in June 2018

Budget Implications

Budget adjustments and revisions are reflected in the attached schedule comparing FY 2018-19 Adopted Budget vs FY 2018-19 Proposed Budget/First Interim Report.

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

All LEAs are required to submit a 1st Interim Report to their authorizers.

Name of Originator:

Nanie Montijo, Chief financial Officer and Karl Yoder, DMS

Attachments
2018-19 Board Adopted Budget vs 2018-19 Proposed Budget/First Interim Report

2018-19 First Interim Budget

December 6, 2018
Board Meeting

2018-19 First Interim Budget: Executive Summary

Highlights

- The First Interim Budget projects a deficit of $718,195, a reduction of $2.4 million from the July Budget
- This is primarily due to a drop in revenue of $1.8 million, resulting from 214 fewer students than projected in July
- Targeted expenditure reductions have been included across the board to align with the revenue loss from lower enrollment; however, staffing levels have been increased where necessary in alignment with the School's overall mission and goals – this has caused a net gain of $477k in expenses when compared to the July Budget
- Projected ending balance at fiscal year-end in June 2019 is now $26.5 million, or 46.4% of expenses (recommended minimum reserve level = 5.0% of expenses)
- Overall cash balances are stable, with available cash of $12.7 million at year-end (81 days of average expenses), which can support interschool advances up to and exceeding $2 million if required to cover unforeseen cash flow needs in the remainder of the year

2018-19 First Interim Budget: Revenues

LCFF Entitlement

- Most funding is through the Local Control Funding Formula, which pays approximately $10k per ADA (average daily attendance) depending on grade level and socioeconomic factors
- Even though per-student LCFF funding is slightly higher than projected in July, a drop of 214 ADA from July Budget (see graph on following page) results in $1,868,671 less in main Local Control Funding Formula (LCFF) revenues

Federal Revenues

- Final funding rates for "ESSA" (Every Student Succeeds Act) Title I-IV funding result in $89k higher projected revenues

Other State Revenues

- Two different one-time state block grants have changed since the July Budget:
  1) The one-time funding for Mandate reimbursement was reduced from $344/ADA to $184/ADA, resulting in a revenue drop of ($597k); and
  2) A new one-time "Low-Performing Students Block Grant" was introduced, adding $207k in revenue
- Before/After School AESS funding increased by $326k, Charter School Facility Grant revenue increased by $173k, and MTSS revenue increased by $150k – overall increase of $300k

Other Local Revenues

- Most of the $485k decrease is due to a reduction in MSA Santa Ana MERF CMO fee (this is also included as a reduction in Services expenditure for MSA SA)

2018-19 First Interim Budget: Expenditures

Salaries & Benefits

- While staffing costs have been reduced in response to lower enrollment/ADA in many areas, overall staffing costs are approximately 1.7% higher than projected at the time of the July Budget
- Where costs have increased, those increases have been determined as necessary to preserve and improve instructional programs and student achievement

Books & Supplies

- Budget cuts have been made in most Books & Supplies categories to reflect lower ADA, but total instructional materials and textbook costs have been increased over July Budget levels, to ensure continuing educational success and improvement throughout

Services & Operations

- $515k increase in Prop 39 energy project spending at MSA 1, 2 and 7 – other Prop 39 projects planned for 2019-20, assuming authorizer site approvals
- Remaining Services and Operations costs have been reduced by nearly $700k to reflect across-the-board budget cuts for lower enrollment/ADA

Depreciation, Capital Outlay, and Other Outflows

- Approximately $150k in fixed asset acquisitions have been added to Capital Outlay (these may be capitalized at year-end and moved to the MPS balance sheet, reducing budget expenses)
- $278k reduction in special education encroachment expenditures, offset by drop in local revenues

2018-19 First Interim Budget: State Economic Outlook

- Statewide revenues remain strong on all fronts, although last month's statewide receipts have fallen below projections. Overall, receipts are still over $1 billion above projections year-to-date
- Impact of newly elected Governor and State Sup. Of Schools still being determined, but may benefit existing charter schools while limiting new charter schools
- One-time discretionary block grant confirmed at $184/ADA
- $300 million statewide for low-performing students who are not LCFF unduplicated pupils – about $2,000/student this year. Estimated grant for all MSA's combined is $205k and has been added to revenues at First Interim
- At this point, we do not anticipate any other new substantive changes in 2018-19 statewide revenues or grant funding
- Rainy day support at the state level continues to improve, mitigating the impact of a future economic downturn, and means we can rely more on revenue projections in Years 2-5
- Magnolia should be cautious, as always, but can reasonably rely on State revenue projections for the next few years given the "rainy day fund" at the State level

2018-19 First Interim Budget: Executive Summary

MSA - Consolidated	Adopted (July 1) Budget	Proposed First Interim Budget	Change from July Budget	Primary Reason For Variance (see following page)
SUMMARY				
Revenue				
LCFF Entitlement	41,793,952	39,925,281	(1,868,671)	Drop in ADA from July Budget
Federal Revenue	4,016,521	4,105,502	88,982	Final funding levels slightly higher
Other State Revenues	6,100,356	6,400,884	300,528	Changes in one-time block grants
Other Local Revenues	6,425,437	5,940,570	(484,867)	Reduction in SA MERF Revenue
Total Revenue	**58,336,266**	**56,372,238**	**(1,964,028)**	
Expenses				
Salaries & Benefits	32,052,591	32,598,815	546,224	Increase in overall staffing costs
Books and Supplies	3,462,686	3,743,160	280,475	Increases in program spending
Services and Operating Exp.	19,218,942	18,997,799	(221,144)	Reductions to offset lower enrollment
Depreciation & Cap Outlay	1,005,243	1,155,455	150,212	Additional fixed asset acquisitions
Other Outflows	873,946	595,203	(278,743)	Adjustments in encroachment exp
Total Expenses	**56,613,408**	**57,090,432**	**477,025**	
Operating Income	**1,722,858**	**(718,195)**	**(2,441,053)**	

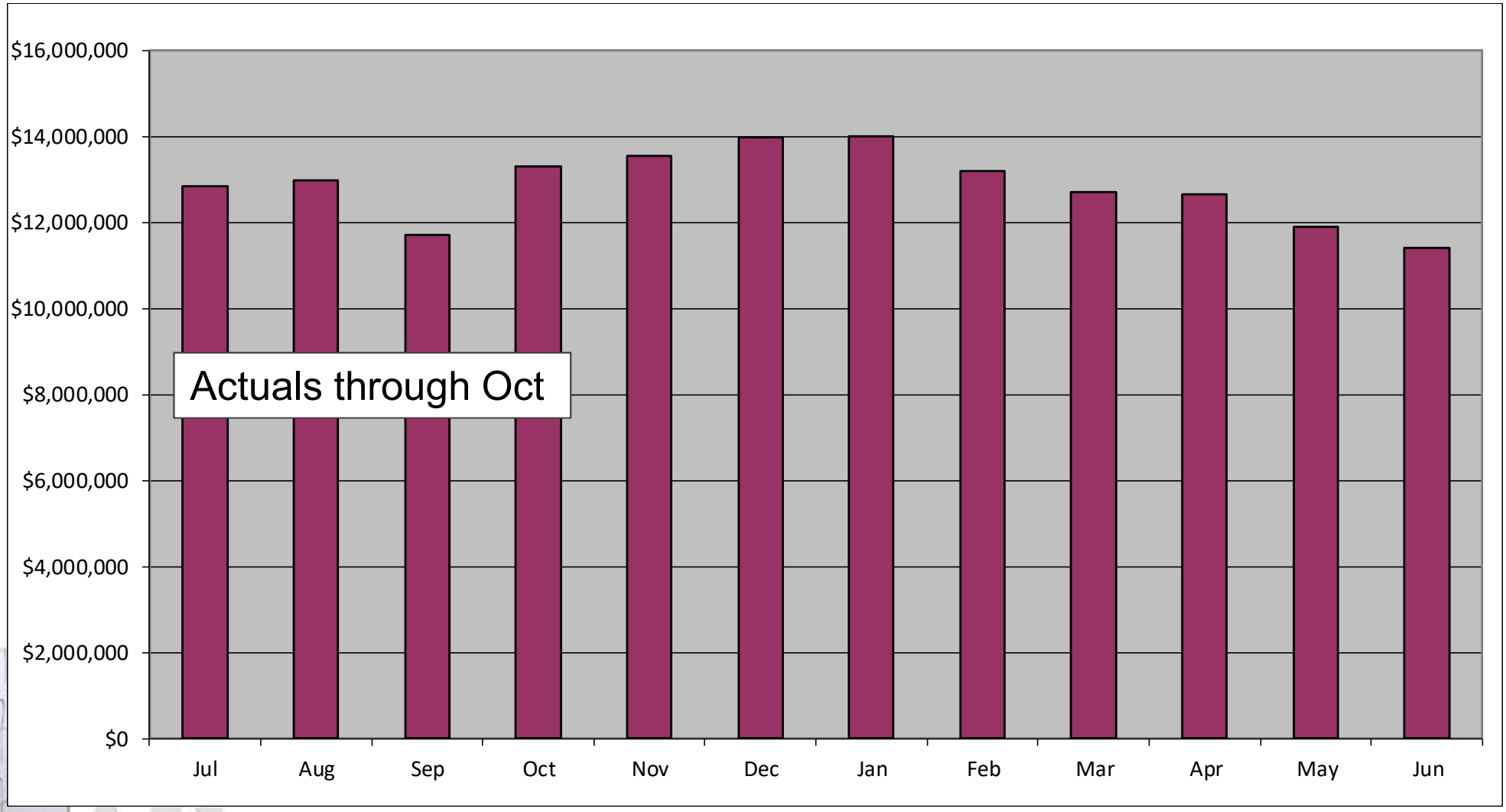
2018-19 First Interim Budget: Summary By Site

First Interim Budget - BY SITE

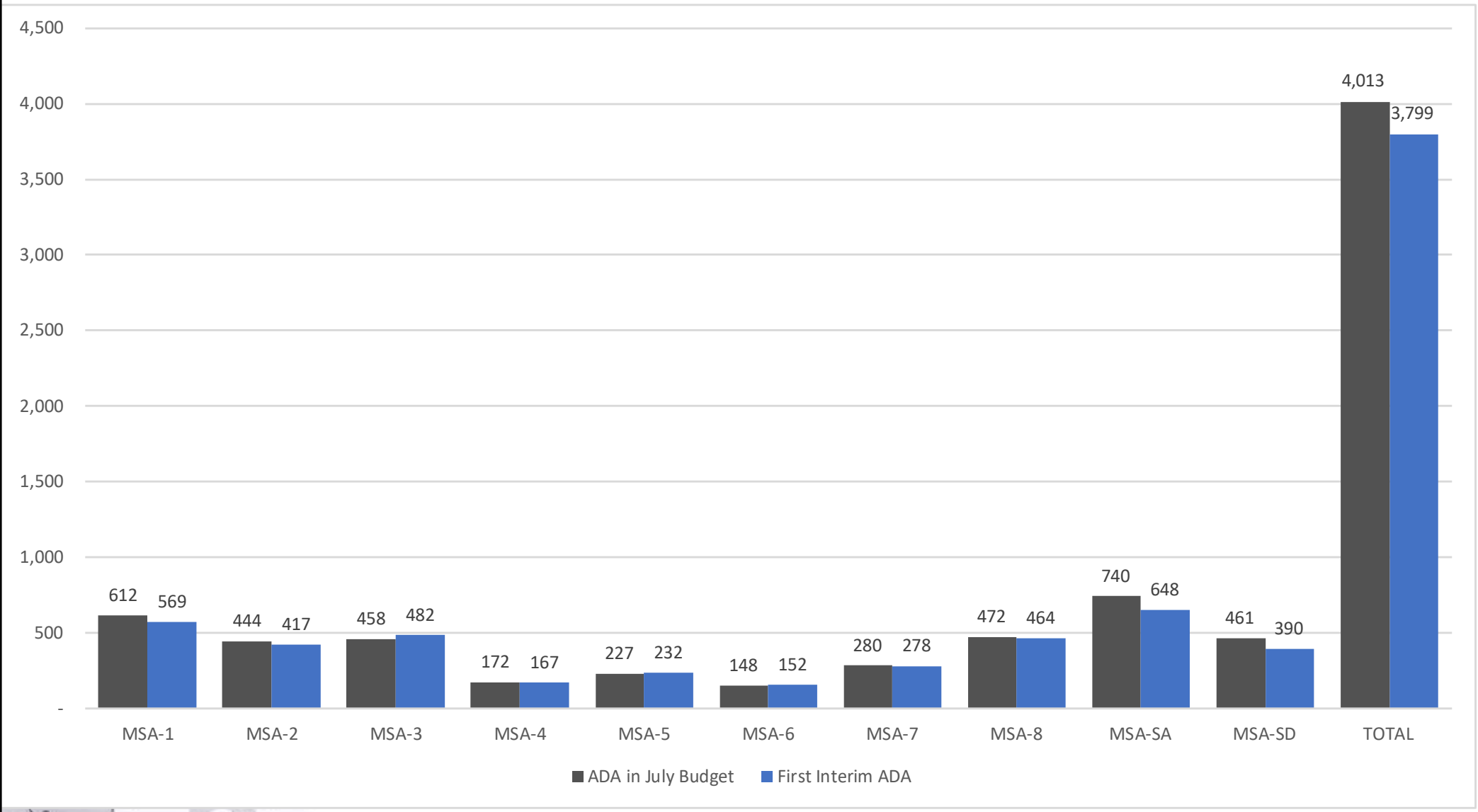
	MSA-1	MSA-2	MSA-3	MSA-4	MSA-5	MSA-6	MSA-7	MSA-8	MSA-SA	MSA-SD	MERF	TOTAL
Revenue												
LCFF Entitlement	6,399,200	4,627,731	5,259,037	1,874,380	2,479,667	1,510,396	2,771,049	4,785,127	7,047,790	3,170,904	-	39,925,281
Federal Revenue	1,182,980	509,855	477,682	166,148	162,581	175,015	256,696	330,526	699,845	144,175	-	4,105,502
Other State Revenues	1,398,904	471,573	687,648	195,844	240,370	315,139	726,314	638,242	984,889	741,961	-	6,400,884
Other Local Revenues	71,682	36,843	58,869	70,296	1,000	15,000	27,052	4,000	77,199	89,331	5,489,298	5,940,570
Total Revenue	**9,052,766**	**5,646,002**	**6,483,236**	**2,306,668**	**2,883,618**	**2,015,550**	**3,781,111**	**5,757,895**	**8,809,723**	**4,146,371**	**5,489,298**	**56,372,238**
Expenses												
Certificated Salaries	2,661,991	2,043,813	2,130,364	1,023,997	1,149,695	708,967	1,175,864	1,620,976	3,032,689	1,550,529	384,571	17,483,455
Classified Salaries	680,715	582,142	609,042	177,338	229,241	122,294	414,654	446,665	785,325	349,013	2,127,974	6,524,404
Benefits	1,215,108	979,594	959,508	400,044	495,985	341,933	488,526	817,928	1,409,868	709,499	772,961	8,590,955
Books and Supplies	656,236	479,177	418,140	167,276	249,721	163,765	248,289	424,312	675,164	159,098	101,982	3,743,160
Services and Operations	3,616,590	1,731,871	2,226,333	824,770	666,659	520,812	1,611,541	1,904,047	1,711,908	1,668,590	2,514,679	18,997,799
Depreciation / Cap Outlay	95,472	69,484	83,804	19,312	17,579	16,557	28,975	111,817	597,067	103,871	11,515	1,155,455
Other Outflows	-	-	-	-	-	-	-	-	595,203	-	-	595,203
Total Expenses	**8,926,113**	**5,886,082**	**6,427,191**	**2,612,736**	**2,808,881**	**1,874,328**	**3,967,849**	**5,325,745**	**8,807,225**	**4,540,600**	**5,913,682**	**57,090,432**
Net Revenue	**126,653**	**(240,080)**	**56,045**	**(306,068)**	**74,737**	**141,222**	**(186,738)**	**432,149**	**2,498**	**(394,229)**	**(424,384)**	**(718,195)**
Fund Balance												
Beginning Balance (Unaud.)	4,811,843	1,255,568	1,071,970	1,493,450	1,935,360	1,603,901	1,498,195	4,083,717	7,502,296	1,165,312	793,959	27,215,571
1st Interim Net Revenue	126,653	(240,080)	56,045	(306,068)	74,737	141,222	(186,738)	432,149	2,498	(394,229)	(424,384)	(718,195)
Projected Ending Balance	**4,938,496**	**1,015,488**	**1,128,015**	**1,187,382**	**2,010,097**	**1,745,123**	**1,311,457**	**4,515,866**	**7,504,794**	**771,083**	**369,575**	**26,497,376**

DMS
DELTA MANAGED SOLUTIONS

2018-19 First Interim Budget: Cash Balances (Overall)



2018-19 First Interim Budget: Average Daily Attendance



2018-19 First Interim Budget Actuals through October 31, 2018)	Year To Date					Annual Budget				
MSA Consolidated	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted (July 1) Budget	Proposed First Interim Budget	Adopted Budget vs. Proposed 1st Interim	First Interim Remaining	Actuals as % of First Interim
SUMMARY										
Revenue										
LCFF Entitlement	736,660	2,830,981	2,348,354	4,047,686	9,963,680	41,793,952	39,925,281	(1,868,671)	29,961,601	25%
Federal Revenue	55,268	4,175	(2,376)	64,799	121,866	4,016,521	4,105,502	88,982	3,983,637	3%
Other State Revenues	105,779	75,608	347,283	594,025	1,122,695	6,100,356	6,400,884	300,528	5,278,188	18%
Other Local Revenues	178,711	1,414,399	142,860	799,627	2,535,598	6,425,437	5,940,570	(484,867)	3,404,972	43%
Total Revenue	**1,076,419**	**4,325,163**	**2,836,120**	**5,506,137**	**13,743,839**	**58,336,266**	**56,372,238**	**(1,964,028)**	**42,628,398**	**24%**
Expenses										
Certificated Salaries	955,857	1,418,779	1,483,506	1,471,598	5,329,739	18,152,479	17,483,455	(669,023)	12,153,716	30%
Classified Salaries	376,694	478,137	552,036	544,123	1,950,989	5,546,494	6,524,404	977,910	4,573,415	30%
Benefits	229,686	783,285	521,457	667,398	2,201,826	8,353,618	8,590,955	237,337	6,389,129	26%
Books and Supplies	8,535	207,482	335,221	190,825	742,063	3,462,686	3,743,160	280,475	3,001,098	20%
Services and Operating Exp.	355,890	1,601,449	1,325,122	1,370,449	4,652,910	19,218,942	18,997,799	(221,144)	14,344,888	24%
Depreciation & Cap Outlay	-	12,800	5,845	357,314	375,958	1,005,243	1,155,455	150,212	779,497	33%
Other Outflows	43,042	55,165	88,938	58,535	245,679	873,946	595,203	(278,743)	349,524	41%
Total Expenses	**1,969,703**	**4,557,097**	**4,312,124**	**4,660,241**	**15,499,165**	**56,613,408**	**57,090,432**	**477,025**	**41,591,267**	**27%**
Operating Income					**(1,755,326)**	**1,722,858**	**(718,195)**	**(2,441,053)**	**1,037,131**	
Fund Balance										
Beginning Balance (Unaudited)						27,215,571	27,215,571			
Audit Adjustment						-	-			
Beginning Balance (Audited)						27,215,571	27,215,571			
Operating Income						1,722,858	(718,195)			
Ending Fund Balance						**28,938,429**	**26,497,376**			

DMS
DELTA MANAGED SOLUTIONS

2018-19 First Interim Budget Actuals through October 31, 2018)		Year To Date					Annual Budget				
MSA Consolidated		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted (July 1) Budget	Proposed First Interim Budget	Adopted Budget vs. Proposed 1st Interim	First Interim Remaining	Actuals as % of First Interim
REVENUE DETAIL											
LCFF Entitlement											
8011	State Aid	310,853	1,221,512	1,509,258	2,197,183	5,238,807	27,327,807	25,091,170	(2,236,637)	19,852,363	21%
8012	EPA Entitlement	-	-	54,332	633,714	688,046	3,727,777	4,144,939	417,162	3,456,893	17%
8019	Prior Year Adjustments	8	-	(794)	-	(786)	-	-	-	786	-
8096	InLieuPropTaxes	425,799	1,609,468	785,558	1,216,789	4,037,614	10,738,369	10,689,172	(49,197)	6,651,559	38%
	SUBTOTAL - LCFF Entitlement	**736,660**	**2,830,981**	**2,348,354**	**4,047,686**	**9,963,680**	**41,793,952**	**39,925,281**	**(1,868,671)**	**29,961,601**	**25%**
Federal Revenue											
8181	SpEd - Revenue	12,745	25,489	16,993	16,993	72,220	562,031	562,031	-	489,811	13%
8220	SchLunchFederal	42,524	(23,154)	(19,369)	-	-	1,161,078	1,161,078	-	1,161,078	0%
8290	All Other Federal Revenue	-	1,840	-	47,806	49,646	2,293,412	2,382,393	88,982	2,332,747	2%
	SUBTOTAL - Federal Revenue	**55,268**	**4,175**	**(2,376)**	**64,799**	**121,866**	**4,016,521**	**4,105,502**	**88,982**	**3,983,637**	**3%**
Other State Revenue											
8311	SpEd Revenue	99,588	75,608	180,898	164,526	520,621	2,148,623	2,191,348	42,725	1,670,727	24%
8520	SchoolNutrState	-	-	-	-	-	101,077	101,077	-	101,077	0%
8550	MandCstReimburs	-	-	-	-	-	1,377,779	780,238	(597,541)	780,238	0%
8560	StateLotteryRev	-	-	16,384	79,257	95,641	778,564	778,564	-	682,923	12%
8590	AllOthStateRev	6,191	-	150,000	350,242	506,433	1,694,312	2,549,656	855,345	2,043,224	20%
	SUBTOTAL - Other State Revenue	**105,779**	**75,608**	**347,283**	**594,025**	**1,122,695**	**6,100,356**	**6,400,884**	**300,528**	**5,278,188**	**18%**
Local Revenue											
8634	StudentLunchFee	0	-	25,000	(25,000)	0	47,940	47,940	-	47,940	0%
8650	Leases &Rentals	-	-	-	-	-	2,500	2,500	-	2,500	0%
8660	Interest	869	362	1,308	425	2,964	4,376	9,376	5,000	6,412	32%
8698	OthRev-Suspense	2,458	(2,351)	0	-	107	-	-	-	(107)	-
8699	Other Revenue	15,638	447,258	(393,654)	322,827	392,068	362,557	421,457	58,900	29,389	93%
8701	CMO Fee - MSA-1	-	165,806	82,903	82,903	331,612	994,835	994,835	-	663,223	33%
8702	CMO Fee - MSA-2	-	149,815	74,908	74,908	299,631	898,892	898,892	-	599,261	33%
8703	CMO Fee - MSA-3	82,592	82,592	82,592	82,592	330,368	991,104	991,104	-	660,736	33%
8704	CMO Fee - MSA-4	6,471	6,471	6,471	6,471	25,886	77,657	77,657	-	51,771	33%
8705	CMO Fee - MSA-5	8,604	8,604	8,604	8,604	34,418	103,253	103,253	-	68,835	33%
8706	CMO Fee - MSA-6	3,871	3,871	3,871	3,871	15,484	46,452	46,452	-	30,968	33%
8707	CMO Fee - MSA-7	41,399	41,399	41,399	41,399	165,595	496,785	496,785	-	331,190	33%
8708	CMO Fee - MSA-8	-	165,239	82,620	82,620	330,479	991,436	991,436	-	660,957	33%
8709	CMO Fee - MSA-SA	-	269,311	89,770	89,770	448,852	997,937	404,170	(593,767)	(44,682)	111%
8712	CMO Fee - MSA-SD	-	68,286	34,143	34,143	136,571	409,714	409,714	-	273,143	33%
8791	SpEd Revenue (Local)	1,581	4,867	-	-	6,448	-	45,000	45,000	38,552	14%
8999	Revenues-Susp	15,228	2,868	2,926	(5,906)	15,116	-	-	-	(15,116)	-
	SUBTOTAL - Local Revenue	**178,711**	**1,414,399**	**142,860**	**799,627**	**2,535,598**	**6,425,437**	**5,940,570**	**(484,867)**	**3,404,972**	**43%**
TOTAL REVENUE		**1,076,419**	**4,325,163**	**2,836,120**	**5,506,137**	**13,743,839**	**58,336,266**	**56,372,238**	**(1,964,028)**	**42,628,398**	**24%**

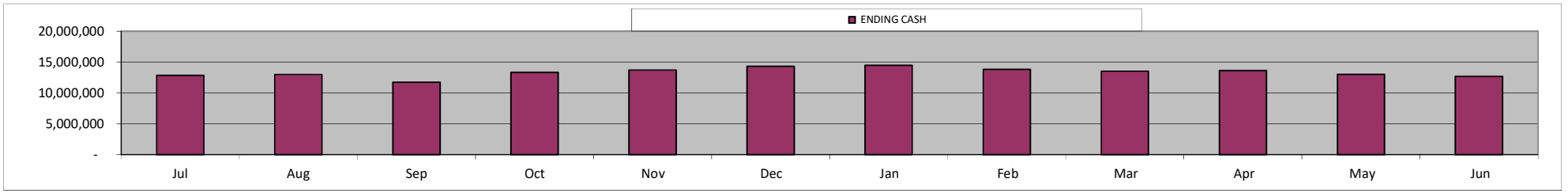
2018-19 First Interim Budget Actuals through October 31, 2018)		Year To Date					Annual Budget				
MSA Consolidated		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted (July 1) Budget	Proposed First Interim Budget	Adopted Budget vs. Proposed 1st Interim	First Interim Remaining	Actuals as % of First Interim
EXPENSES DETAIL											
Certificated Salaries											
1100	TeacherSalaries	520,831	1,101,439	1,180,359	1,166,437	3,969,066	14,332,880	13,920,454	(412,425)	9,951,388	29%
1300	Cert Adminis	435,026	317,339	303,147	305,161	1,360,673	3,819,599	3,563,001	(256,598)	2,202,328	38%
	SUBTOTAL - Certificated Salaries	**955,857**	**1,418,779**	**1,483,506**	**1,471,598**	**5,329,739**	**18,152,479**	**17,483,455**	**(669,023)**	**12,153,716**	**30%**
Classified Salaries											
2400	Clerical & Tech	210,709	220,645	249,610	238,966	919,929	3,095,373	3,306,088	210,715	2,386,158	28%
2900	OtherClassStaff	165,985	257,492	302,426	305,157	1,031,060	2,451,121	3,218,317	767,195	2,187,257	32%
	SUBTOTAL - Classified Salaries	**376,694**	**478,137**	**552,036**	**544,123**	**1,950,989**	**5,546,494**	**6,524,404**	**977,910**	**4,573,415**	**30%**
Employee Benefits											
3101	STRS	83,107	236,652	243,964	248,362	812,085	2,796,082	2,847,161	51,080	2,035,076	29%
3202	PERS	35,942	56,990	64,437	63,437	220,806	628,298	695,801	67,503	474,995	32%
3301	OASDI/Med	40,241	54,525	58,959	57,451	211,176	735,007	750,351	15,345	539,175	28%
3401	HlthWelfare	7,024	406,073	127,670	270,932	811,699	3,698,133	3,807,145	109,012	2,995,446	21%
3501	UnemployIns	635	4,130	1,344	2,399	8,508	47,085	48,105	1,020	39,597	18%
3601	WorkersCmp	58,445	19,480	19,482	19,482	116,889	266,854	260,232	(6,622)	143,343	45%
3901	OthBenes	4,292	5,435	5,601	5,335	20,664	182,160	182,160	-	161,496	11%
	SUBTOTAL - Employee Benefits	**229,686**	**783,285**	**521,457**	**667,398**	**2,201,826**	**8,353,618**	**8,590,955**	**237,337**	**6,389,129**	**26%**
Books & Supplies											
4100	Text&CoreCurric	-	121,717	64,408	7,500	193,625	231,530	385,977	154,447	192,352	50%
4200	BooksOthRefMats	-	-	-	-	-	42,582	19,897	(22,685)	19,897	0%
4310	Ins Mats & Sups	-	1,830	14,977	2,806	19,613	335,268	503,923	168,655	484,311	4%
4315	OthrSupplies	-	-	854	1,163	2,016	10,000	17,600	7,600	15,584	11%
4320	Office Supplies	-	(130)	10,488	7,323	17,682	140,335	127,835	(12,500)	110,153	14%
4325	ProfDevMat&Sups	-	-	-	-	-	1,500	1,500	-	1,500	0%
4326	Arts&MusicSupps	-	-	105	-	105	34,960	17,235	(17,725)	17,130	1%
4335	PE Supplies	-	-	-	47	47	42,740	49,340	6,600	49,293	0%
4340	Educat Software	-	18,158	55,884	32,648	106,690	436,955	432,966	(3,988)	326,276	25%
4345	NonInstStdntSup	1,693	616	5,247	2,716	10,272	62,212	50,514	(11,698)	40,242	20%
4346	TeacherSupplies	1,270	-	214	-	1,483	22,875	24,725	1,850	23,242	6%
4350	Cust. Supplies	-	-	4,182	5,780	9,962	67,248	57,248	(10,000)	47,287	17%
4351	Yearbook	-	-	-	-	-	3,828	3,283	(545)	3,283	0%
4390	Uniforms	-	-	-	-	-	3,030	3,030	-	3,030	0%
4400	NonCapEquip-Gen	-	-	5,328	1,334	6,661	66,579	67,838	1,259	61,176	10%
4410	ClssrmFrnEqp<5k	-	(396)	-	-	(396)	17,714	17,714	-	18,110	-2%
4430	OffceFurnEqp<5k	-	-	12	685	697	50,422	38,434	(11,988)	37,736	2%
4440	Computers <$5k	2,485	-	174	1,110	3,770	82,332	103,642	21,310	99,873	4%
4460	Fixed Asset Suspense	-	-	-	-	-	-	17,000	17,000	17,000	0%
4710	Food	-	(11)	-	-	(11)	1,719,453	1,709,453	(10,000)	1,709,464	0%
4720	Food:Other Food	-	(413)	5,104	3,550	8,241	91,123	88,005	(3,118)	79,764	9%
4990	Prior Year Exp	-	-	-	-	-	-	6,000	6,000	6,000	0%
4999	Misc Exp-Suspense	3,087	66,112	168,244	124,164	361,606	-	-	-	(361,606)	-
	SUBTOTAL - Books and Supplies	**8,535**	**207,482**	**335,221**	**190,825**	**742,063**	**3,462,686**	**3,743,160**	**280,475**	**3,001,098**	**20%**

2018-19 First Interim Budget Actuals through October 31, 2018)		Year To Date					Annual Budget				
MSA Consolidated		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted (July 1) Budget	Proposed First Interim Budget	Adopted Budget vs. Proposed 1st Interim	First Interim Remaining	Actuals as % of First Interim
Services & Other Operating Expenses									(662,044)		
5101	CMO Fees	142,938	961,395	507,281	507,281	2,118,895	6,008,065	5,414,298	(593,767)	3,295,403	39%
5205	Conference Fees	678	-	-	-	678	89,070	60,109	(28,960)	59,431	1%
5210	MilesParkTolls	2,178	4,267	2,991	5,830	15,266	142,425	132,425	(10,000)	117,160	12%
5215	TravConferences	-	-	-	-	-	6,061	25,061	19,000	25,061	0%
5220	TraLodging	-	20	879	1,839	2,737	119,485	150,701	31,215	147,963	2%
5300	DuesMemberships	75	6,913	10,258	75	17,321	107,349	131,304	23,955	113,983	13%
5450	Other Insurance	54,193	18,066	21,740	28,795	122,794	274,731	274,731	-	151,937	45%
5500	OpsHousekeeping	2,270	5,079	6,554	13,802	27,704	270,376	232,321	(38,055)	204,617	12%
5510	Gas & Electric	3,689	30,166	25,902	31,000	90,758	317,926	287,926	(30,000)	197,169	32%
5610	Rent & Leases	79,609	264,984	311,101	354,695	1,010,388	3,904,429	3,882,374	(22,055)	2,871,986	26%
5620	EquipmentLeases	8,296	14,730	18,004	16,715	57,745	210,739	210,739	-	152,993	27%
5630	Reps&MaintBldng	-	33,577	26,679	11,078	71,334	275,114	194,114	(81,000)	122,780	37%
5800	ProfessServices	10,284	51,034	90,685	68,447	220,450	2,112,509	1,162,778	(949,730)	942,328	19%
5810	Legal	1,919	15,775	44,678	85,539	147,911	518,899	757,181	238,282	609,270	20%
5811	Property Tax	-	-	-	-	-	-	3,393	3,393	3,393	0%
5813	SchPrgAftSchool	-	2,250	61,386	61,304	124,940	648,393	415,082	(233,311)	290,142	30%
5814	SchPrgAcadComps	-	694	225	2,100	3,019	62,253	55,253	(7,000)	52,234	5%
5819	SchlProgs-Other	-	7,600	6,873	1,421	15,894	92,983	100,404	7,421	84,510	16%
5820	Audit & CPA	-	875	-	148	1,023	152,716	152,716	-	151,693	1%
5825	DMSBusinessSvcs	-	103,404	-	69,130	172,534	500,000	500,000	-	327,466	35%
5835	Field Trips	2,885	718	6,302	27,299	37,204	203,840	159,468	(44,372)	122,264	23%
5836	FieldTrip Trans	-	9,579	6,386	6,386	22,351	63,860	95,600	31,740	73,249	23%
5840	MarkngStdtRecrt	-	270	16,898	14,536	31,704	191,799	174,646	(17,153)	142,942	18%
5850	Oversight Fees	6,161	18,806	54,840	(36,377)	43,430	418,674	418,674	-	375,244	10%
5857	Payroll Fees	-	1,873	-	-	1,873	208,366	208,366	-	206,494	1%
5860	Service Fees	7,910	307	(5,160)	3,704	6,761	33,492	33,492	-	26,732	20%
5863	Prof Developmnt	-	465	4,499	7,333	12,296	224,534	228,591	4,058	216,295	5%
5864	Prof Dev-Other	-	1,677	11,016	10,094	22,787	420,692	378,252	(42,440)	355,465	6%
5869	SpEd Ctrct Inst	12,337	750	5,444	6,646	25,176	-	840,623	840,623	815,447	3%
5872	SpEd Fees	10,110	10,110	6,740	(0)	26,959	-	278,743	278,743	251,783	10%
5875	StaffRecruiting	-	1,223	173	3,288	4,684	15,309	15,309	-	10,625	31%
5884	Substitutes	-	10,257	59,732	32,855	102,843	480,700	454,141	(26,559)	351,298	23%
5890	OthSvcsNon-Inst	3,388	-	5,815	2,197	11,400	231,904	672,804	440,900	661,404	2%
5900	Communications	655	1,732	145	2,556	5,088	108,733	108,733	-	103,644	5%
5920	TelecomInternet	6,317	8,598	11,005	6,218	32,138	502,422	478,422	(24,000)	446,284	7%
5930	PostageDelivery	-	6,460	652	3,354	10,466	84,330	84,330	-	73,864	12%
5940	Technology	-	7,796	5,400	21,164	34,360	216,765	224,694	7,929	190,334	15%
	SUBTOTAL - Services & Operations	**355,890**	**1,601,449**	**1,325,122**	**1,370,449**	**4,652,910**	**19,218,942**	**18,997,799**	**(221,144)**	**14,344,888**	**24%**

2018-19 First Interim Budget Actuals through October 31, 2018)		Year To Date					Annual Budget				
MSA Consolidated		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted (July 1) Budget	Proposed First Interim Budget	Adopted Budget vs. Proposed 1st Interim	First Interim Remaining	Actuals as % of First Interim
Capital Outlay & Depreciation											
6100	Site Imp (Pre-Capitalization)	-	12,800	-	-	12,800	-	29,224	29,224	16,424	44%
6400	EquipFixed	-	-	5,845	22,233	28,077	-	120,988	120,988	92,911	23%
6900	Depreciation	-	-	-	335,081	335,081	1,005,243	1,005,243	-	670,162	33%
	SUBTOTAL - Cap Outlay & Depreciation	**-**	**12,800**	**5,845**	**357,314**	**375,958**	**1,005,243**	**1,155,455**	**150,212**	**779,497**	**33%**
Other Outflows											
7299	Encroachment	-	10,110	(40,996)	13,479	(17,407)	278,743	-	(278,743)	17,407	0%
7438	InterestExpense	43,042	45,056	129,934	45,056	263,087	595,203	595,203	-	332,117	44%
	SUBTOTAL - Other Outflows	**43,042**	**55,165**	**88,938**	**58,535**	**245,679**	**873,946**	**595,203**	**(278,743)**	**349,524**	**41%**
TOTAL EXPENSES		**1,969,703**	**4,557,097**	**4,312,124**	**4,660,241**	**15,499,165**	**56,613,408**	**57,090,432**	**477,025**	**41,591,267**	**27%**

Monthly Cash Flow (Actuals + Projections)

All MPS	Jul ACTUALS	Aug ACTUALS	Sep ACTUALS	Oct ACTUALS	Nov BUDGET	Dec BUDGET	Jan BUDGET	Feb BUDGET	Mar BUDGET	Apr BUDGET	May BUDGET	Jun BUDGET	Accruals BUDGET	TOTAL
BEGINNING CASH	**13,516,040**	**12,837,464**	**12,981,579**	**11,714,543**	**13,319,225**	**13,712,693**	**14,291,757**	**14,481,832**	**13,830,595**	**13,505,670**	**13,625,280**	**13,009,194**		
Revenue														
LCFF Entitlement	736,660	2,830,981	2,348,354	4,047,686	2,892,902	2,947,234	3,784,013	2,892,902	3,567,647	3,690,868	2,857,507	2,880,582	4,447,948	**39,925,281**
Federal Revenue	55,268	4,175	(2,376)	64,799	465,350	108,960	188,725	536,248	203,829	304,698	624,730	332,398	1,218,700	**4,105,502**
Other State Revenues	105,779	75,608	347,283	594,025	977,659	768,617	679,062	355,152	464,786	572,250	363,834	735,713	361,116	**6,400,884**
Other Local Revenues	178,711	1,414,399	142,860	799,627	430,403	444,359	411,812	437,998	420,500	421,165	407,214	412,813	18,710	**5,940,570**
Total Revenue	**1,076,419**	**4,325,163**	**2,836,120**	**5,506,137**	**4,766,313**	**4,269,169**	**5,063,612**	**4,222,299**	**4,656,762**	**4,988,981**	**4,253,284**	**4,361,505**	**6,046,473**	**56,372,238**
Expenses														
Certificated Salaries	955,857	1,418,779	1,483,506	1,471,598	1,473,178	1,473,178	1,473,178	1,473,178	1,473,178	1,473,178	1,473,178	1,473,178	368,294	**17,483,455**
Classified Salaries	376,694	478,137	552,036	544,123	557,734	557,734	557,734	557,734	557,734	557,734	557,734	557,734	111,547	**6,524,404**
Benefits	229,686	783,285	521,457	667,398	751,662	751,662	751,662	751,662	751,662	751,662	751,662	751,662	375,831	**8,590,955**
Books and Supplies	8,535	207,482	335,221	190,825	273,172	383,846	383,846	383,846	383,846	383,846	383,846	383,846	41,003	**3,743,160**
Services and Operations	355,890	1,601,449	1,325,122	1,370,449	1,681,981	1,681,981	1,681,981	1,681,981	1,681,981	1,681,981	1,681,981	1,681,981	889,039	**18,997,799**
Depreciation / Cap Outlay	-	12,800	5,845	357,314	97,437	97,437	97,437	97,437	97,437	97,437	97,437	97,437	-	**1,155,455**
Other Outflows	43,042	55,165	88,938	58,535	44,285	44,285	44,285	44,285	44,285	44,285	44,285	44,285	(4,756)	**595,203**
Total Expenses	**1,969,703**	**4,557,097**	**4,312,124**	**4,660,241**	**4,879,448**	**4,990,123**	**4,990,123**	**4,990,123**	**4,990,123**	**4,990,123**	**4,990,123**	**4,990,123**	**1,780,958**	**57,090,432**
Other Transactions Affecting Cash														
Revenues - Prior Year Accruals	1,696,073	621,302	148,515	248,634	381,835	1,183,432	-	-	-	-	-	-		**4,279,792**
Accounts Receivable - Current Year	-	-	(585,395)	-	-	-	-	-	-	-	-	-		**(585,395)**
Other Assets	(18,371)	13,497	-	2,890	8,182	-	-	-	-	-	-	-		**6,198**
Fixed Assets	-	-	-	335,527	83,774	83,774	83,774	83,774	83,774	83,774	83,774	83,774		**1,005,716**
Due To (From)	(102,094)	(46,305)	406,014	7,665	-	-	-	-	-	-	-	186,486		**451,766**
Expenses - Prior Year Accruals	(1,324,833)	(229,733)	3,497	(1,098)	-	-	-	-	-	-	-	-		**(1,552,167)**
Accounts Payable - Current Year	(75,475)	(22,120)	303,062	120,689	-	-	-	-	-	-	-	-		**326,155**
Summerholdback for Teachers	39,408	39,408	44,479	44,479	44,479	44,479	44,479	44,479	44,479	44,479	44,479	44,479		**523,606**
Loans Payable (Current)	-	-	-	-	-	-	-	-	-	-	-	-		**-**
Loans Payable (Long Term)	-	-	(111,204)	-	(11,667)	(11,667)	(11,667)	(11,667)	(119,816)	(7,500)	(7,500)	(7,500)		**(300,187)**
Total Other Transactions	**214,708**	**376,049**	**208,968**	**758,786**	**506,603**	**1,300,018**	**116,586**	**116,586**	**8,436**	**120,753**	**120,753**	**307,239**		**4,155,484**
Total Change in Cash	**(678,576)**	**144,115**	**(1,267,036)**	**1,604,681**	**393,468**	**579,064**	**190,075**	**(651,238)**	**(324,925)**	**119,610**	**(616,087)**	**(321,379)**		**3,437,290**
ENDING CASH	**12,837,464**	**12,981,579**	**11,714,543**	**13,319,225**	**13,712,693**	**14,291,757**	**14,481,832**	**13,830,595**	**13,505,670**	**13,625,280**	**13,009,194**	**12,687,815**		**81**



MSA-1 Executive Summary

SUMMARY OF RESULTS

This latest First Interim Budget update projects a budget surplus of $126,653.
This is an decrease of ($540,527) from the original July 1 Budget projected surplus of $667,180.
This will allow MSA-1 to end this fiscal year with a balance of $4,938,496, which is 55.3% of annual expenditures.

CASH FLOW

Operating cash flow is projected to remain positive throughout this fiscal year, as shown in the attached monthly cash flow schedule.
The lowest projected ending cash balance this fiscal year is $1,528,532, which represents 63 days of operating costs on average.
This cash flow takes into account all intercompany loans made to date, but does not assume additional loans until approved by the Board.

SIGNIFICANT CHANGES IN REVENUE (Total change from July Budget = decrease of ($457,840), or -4.8% of July Budget revenues)

LCFF Entitlement: These "Local Control Funding Formula" revenues are the primary funding source for the school.
LCFF Entitlement projected revenues are ($479,859) lower than in the July Budget, due to average daily attendance (ADA) decreasing by 45.

Federal Revenues: This consists of Title I-IV "Every Student Succeeds Act" (ESSA) funding, federal special education, and federal food programs.
Federal Revenues are projected at $4,566 higher than in the July Budget, due primarily to updated ESSA funding levels.

Other State Revenues: These are the non-LCFF state revenues such as Lottery, Facility Grant, and one-time block grants.
Other State Revenues are projected at $9,953 higher than in the July Budget, primarily due to a reduction in one-time funding from July estimates.

Other Local Revenues: This category is primarily fundraising revenue, but includes any non-LCFF local revenue sources.
Other Local Revenues are projected at $7,500 higher than in the July Budget, reflecting updated projections of fundraising and other local revenue.

SIGNIFICANT CHANGES IN EXPENSES (Total change from July Budget = increase of $82,687, or 0.9% of July Budget expenses)

Salaries and Benefits: This includes all employee pay, plus benefits such as retirement, healthcare, Medicare, Social Security, etc.
Salaries and Benefits costs are ($28,555) lower than in the July Budget, reflecting budget adjustments to address changes in enrollment and other factors.

Books & Supplies: This category includes textbooks, computers, supplies, and other instructional and non-instructional materials and equipment.
Books & Supplies costs are projected at $78,465 higher than in the July Budget, due to targeted budget adjustments (see detail).

Services & Operating Expenses: These include all contracted services as well as travel, insurance, rent, legal costs, and other service-related expenses.
Services & Operating costs are projected to be $24,271 higher than in the July Budget, due to targeted budget adjustments (see detail).

Depreciation, Capital Outlay, and Other Outgo: This category includes depreciation on fixed assets, interest, and SELPA encroachment.
These costs are projected at $8,506 higher than in the July Budget, reflecting updated depreciation and encroachment projections.

DMS
DELTA MANAGED SOLUTIONS

2018-19 First Interim Budget Actuals through October 31, 2018)	Year To Date					Annual Budget				
MSA 1	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted (July 1) Budget	Proposed First Interim Budget	Adopted Budget vs. Proposed 1st Interim	First Interim Remaining	Actuals as % of First Interim
SUMMARY										
Revenue										
LCFF Entitlement	75,698	343,603	293,142	657,398	1,369,842	6,879,059	6,399,200	(479,859)	5,029,358	21%
Federal Revenue	-	1,840	-	-	1,840	1,178,414	1,182,980	4,566	1,181,140	0%
Other State Revenues	12,965	-	86,302	23,337	122,604	1,388,951	1,398,904	9,953	1,276,300	9%
Other Local Revenues	6,000	-	2,278	7,435	15,713	64,182	71,682	7,500	55,969	22%
Total Revenue	**94,663**	**345,443**	**381,722**	**688,171**	**1,510,000**	**9,510,606**	**9,052,766**	**(457,840)**	**7,542,766**	**17%**
Expenses										
Certificated Salaries	154,335	268,954	231,137	222,475	876,901	2,788,888	2,661,991	(126,897)	1,785,091	33%
Classified Salaries	42,241	44,889	60,287	58,361	205,778	610,005	680,715	70,710	474,937	30%
Benefits	28,667	107,975	89,460	56,165	282,267	1,187,476	1,215,108	27,632	932,841	23%
Books and Supplies	1,270	66,710	39,854	74,467	182,300	577,771	656,236	78,465	473,936	28%
Services and Operating Exp.	11,951	325,251	240,732	239,711	817,645	3,592,319	3,616,590	24,271	2,798,945	23%
Depreciation & Cap Outlay	-	-	5,845	23,824	29,669	71,472	95,472	24,000	65,804	31%
Other Outflows	-	-	(3,519)	-	(3,519)	15,494	-	(15,494)	3,519	-
Total Expenses	**238,463**	**813,779**	**663,795**	**675,003**	**2,391,040**	**8,843,426**	**8,926,113**	**82,687**	**6,535,073**	**27%**
Operating Income					**(881,040)**	**667,180**	**126,653**	**(540,527)**	**1,007,693**	
Fund Balance										
Beginning Balance (Unaudited)						4,811,843	4,811,843			
Operating Income						667,180	126,653			
Ending Fund Balance						**5,479,023**	**4,938,496**			

DMS
DELTA MANAGED SOLUTIONS

2018-19 First Interim Budget Actuals through October 31, 2018)		Year To Date					Annual Budget				
MSA 1		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted (July 1) Budget	Proposed First Interim Budget	Adopted Budget vs. Proposed 1st Interim	First Interim Remaining	Actuals as % of First Interim
REVENUE DETAIL											
LCFF Entitlement											
8011	State Aid	-	192,222	192,222	345,999	730,443	4,740,643	4,184,085	(556,558)	3,453,642	17%
8012	EPA Entitlement	-	-	-	210,479	210,479	788,145	842,791	54,646	632,312	25%
8019	Prior Year Adjustments	8	-	-	-	8	-	-	-	(8)	-
8096	InLieuPropTaxes	75,690	151,381	100,920	100,920	428,912	1,350,271	1,372,324	22,053	943,412	31%
	SUBTOTAL - LCFF Entitlement	**75,698**	**343,603**	**293,142**	**657,398**	**1,369,842**	**6,879,059**	**6,399,200**	**(479,859)**	**5,029,358**	**21%**
Federal Revenue											
8181	SpEd - Revenue	-	-	-	-	-	67,875	67,875	-	67,875	0%
8220	SchLunchFederal	-	-	-	-	-	271,704	271,704	-	271,704	0%
8290	All Other Federal Revenue	-	1,840	-	-	1,840	838,835	843,401	4,566	841,561	0%
	SUBTOTAL - Federal Revenue	**-**	**1,840**	**-**	**-**	**1,840**	**1,178,414**	**1,182,980**	**4,566**	**1,181,140**	**0%**
Other State Revenue											
8311	SpEd Revenue	12,965	-	36,302	23,337	72,604	319,485	319,485	-	246,881	23%
8520	SchoolNutrState	-	-	-	-	-	22,737	22,737	-	22,737	0%
8550	MandCstReimburs	-	-	-	-	-	195,780	112,699	(83,081)	112,699	0%
8560	StateLotteryRev	-	-	-	-	-	118,736	118,736	-	118,736	0%
8590	AllOthStateRev	-	-	50,000	-	50,000	732,213	825,247	93,034	775,247	6%
	SUBTOTAL - Other State Revenue	**12,965**	**-**	**86,302**	**23,337**	**122,604**	**1,388,951**	**1,398,904**	**9,953**	**1,276,300**	**9%**
Local Revenue											
8634	StudentLunchFee	-	-	-	-	-	9,183	9,183	-	9,183	0%
8650	Leases &Rentals	-	-	-	-	-	-	-	-	-	-
8660	Interest	-	-	-	-	-	-	-	-	-	-
8698	OthRev-Suspense	-	-	-	-	-	-	-	-	-	-
8699	Other Revenue	6,000	-	2,278	7,435	15,713	55,000	62,500	7,500	46,786	25%
8791	SpEd Revenue (Local)	-	-	-	-	-	-	-	-	-	-
8999	Revenues-Susp	-	-	-	(0)	(0)	-	-	-	0	-
	SUBTOTAL - Local Revenue	**6,000**	**-**	**2,278**	**7,435**	**15,713**	**64,182**	**71,682**	**7,500**	**55,969**	**22%**
TOTAL REVENUE		**94,663**	**345,443**	**385,241**	**688,171**	**1,510,000**	**9,510,606**	**9,052,766**	**(457,840)**	**7,542,766**	**17%**

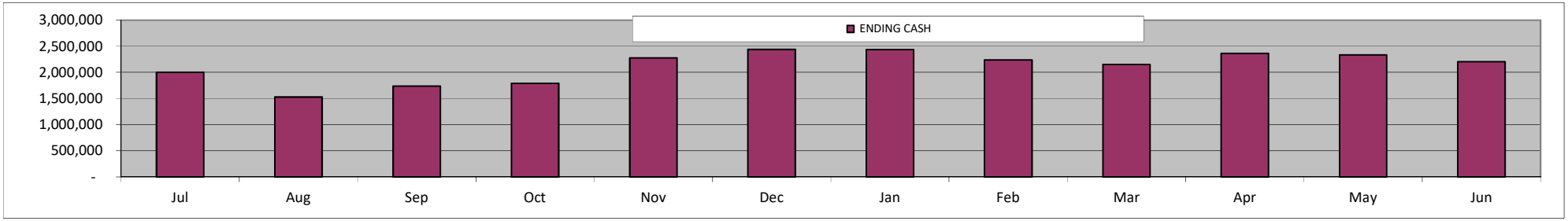
2018-19 First Interim Budget Actuals through October 31, 2018)		Year To Date					Annual Budget				
MSA 1		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted (July 1) Budget	Proposed First Interim Budget	Adopted Budget vs. Proposed 1st Interim	First Interim Remaining	Actuals as % of First Interim
EXPENSES DETAIL											
Certificated Salaries											
1100	TeacherSalaries	98,617	181,471	196,238	187,001	663,326	2,234,641	2,229,303	(5,338)	1,565,977	30%
1300	Cert Adminis	55,718	87,483	34,899	35,474	213,575	554,247	432,688	(121,559)	219,113	49%
	SUBTOTAL - Certificated Salaries	**154,335**	**268,954**	**231,137**	**222,475**	**876,901**	**2,788,888**	**2,661,991**	**(126,897)**	**1,785,091**	**33%**
Classified Salaries											
2400	Clerical & Tech	10,965	7,988	11,455	11,301	41,709	191,328	125,712	(65,616)	84,003	33%
2900	OtherClassStaff	31,276	36,900	48,832	47,060	164,069	418,677	555,003	136,326	390,934	30%
	SUBTOTAL - Classified Salaries	**42,241**	**44,889**	**60,287**	**58,361**	**205,778**	**610,005**	**680,715**	**70,710**	**474,937**	**30%**
Employee Benefits											
3101	STRS	12,993	35,703	36,381	37,077	122,154	421,268	420,944	(324)	298,789	29%
3202	PERS	3,982	7,274	9,416	9,143	29,816	110,179	125,944	15,765	96,128	24%
3301	OASDI/Med	5,210	6,178	7,597	7,323	26,308	99,582	102,930	3,349	76,622	26%
3401	HlthWelfare	-	55,041	32,530	-	87,571	493,740	504,484	10,744	416,912	17%
3501	UnemployIns	-	1,591	1,344	450	3,384	24,436	24,436	-	21,052	14%
3601	WorkersCmp	6,482	2,161	2,161	2,161	12,965	38,272	36,371	(1,901)	23,406	36%
3901	OthBenes	-	26	30	12	68	-	-	-	(68)	-
	SUBTOTAL - Employee Benefits	**28,667**	**107,975**	**89,460**	**56,165**	**282,267**	**1,187,476**	**1,215,108**	**27,632**	**932,841**	**23%**
Books & Supplies											
4100	Text&CoreCurric	-	61,672	13,807	300	75,779	10,000	110,000	100,000	34,221	69%
4200	BooksOthRefMats	-	-	-	-	-	15,000	315	(14,685)	315	0%
4310	Ins Mats & Sups	-	-	4,940	198	5,138	75,000	93,109	18,109	87,971	6%
4315	OthrSupplies	-	-	854	550	1,404	10,000	9,600	(400)	8,196	15%
4320	Office Supplies	-	-	564	171	735	10,000	5,000	(5,000)	4,265	15%
4325	ProfDevMat&Sups	-	-	-	-	-	-	-	-	-	-
4326	Arts&MusicSupps	-	-	105	-	105	15,000	3,000	(12,000)	2,895	3%
4335	PE Supplies	-	-	-	-	-	5,000	5,000	-	5,000	0%
4340	Educat Software	-	5,024	-	3,157	8,181	51,130	78,424	27,294	70,243	10%
4345	NonInstStdntSup	-	71	-	-	71	15,000	5,000	(10,000)	4,929	1%
4346	TeacherSupplies	1,270	-	-	-	1,270	-	-	-	(1,270)	-
4350	Cust. Supplies	-	-	2,400	1,678	4,078	30,000	20,000	(10,000)	15,922	20%
4430	OffceFurnEqp<5k	-	-	-	-	-	20,600	8,100	(12,500)	8,100	0%
4440	Computers <$5k	-	-	-	-	-	15,000	10,000	(5,000)	10,000	0%
4460	Fixed Asset Suspense	-	-	-	-	-	-	-	-	-	-
4710	Food	-	-	-	-	-	294,005	294,005	-	294,005	0%
4720	Food:Other Food	-	-	3,201	336	3,537	12,036	14,683	2,647	11,146	24%
4990	Prior Year Exp	-	-	-	-	-	-	-	-	-	-
4999	Misc Exp-Suspense	-	(58)	13,984	68,078	82,004	-	-	-	(82,004)	-
	SUBTOTAL - Books and Supplies	**1,270**	**66,710**	**39,854**	**74,467**	**182,300**	**577,771**	**656,236**	**78,465**	**473,936**	**28%**

2018-19 First Interim Budget Actuals through October 31, 2018)		Year To Date					Annual Budget				
MSA 1		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted (July 1) Budget	Proposed First Interim Budget	Adopted Budget vs. Proposed 1st Interim	First Interim Remaining	Actuals as % of First Interim
Services & Other Operating Expenses											
5101	CMO Fees	-	165,806	82,903	82,903	331,612	994,835	994,835	-	663,223	33%
5205	Conference Fees	-	-	-	-	-	15,000	-	(15,000)	-	-
5210	MilesParkTolls	-	-	194	660	853	5,000	-	(5,000)	(853)	-
5215	TravConferences	-	-	-	-	-	-	-	-	-	-
5220	TraLodging	-	-	-	-	-	2,000	-	(2,000)	-	-
5300	DuesMemberships	-	1,728	(352)	-	1,377	10,688	10,688	-	9,312	13%
5450	Other Insurance	8,241	2,747	2,747	2,747	16,482	33,449	33,449	-	16,967	49%
5500	OpsHousekeeping	546	2,683	2,453	6,868	12,551	75,000	60,000	(15,000)	47,449	21%
5510	Gas & Electric	-	8,223	4,976	6,796	19,995	100,000	70,000	(30,000)	50,005	29%
5610	Rent & Leases	-	127,658	117,658	117,658	362,975	1,387,132	1,387,132	-	1,024,157	26%
5620	EquipmentLeases	1,139	5,800	2,912	3,942	13,792	29,025	29,025	-	15,233	48%
5630	Reps&MaintBldng	-	2,700	14,749	1,520	18,969	69,540	44,540	(25,000)	25,571	43%
5800	ProfessServices	-	4,518	2,280	2,308	9,106	226,297	131,228	(95,069)	122,122	7%
5810	Legal	-	-	275	5,900	6,175	20,059	20,059	-	13,884	31%
5811	Property Tax	-	-	-	-	-	-	-	-	-	-
5813	SchPrgAftSchool	-	-	-	-	-	109,513	9,237	(100,276)	9,237	0%
5814	SchPrgAcadComps	-	-	-	335	335	15,000	10,000	(5,000)	9,665	3%
5819	SchlProgs-Other	-	-	288	-	288	35,000	35,000	-	34,713	1%
5820	Audit & CPA	-	-	-	-	-	13,749	13,749	-	13,749	0%
5825	DMSBusinessSvcs	-	-	-	-	-	-	-	-	-	-
5835	Field Trips	-	-	-	604	604	30,000	30,000	-	29,397	2%
5836	FieldTrip Trans	-	-	-	-	-	-	-	-	-	-
5840	MarkngStdtRecrt	-	45	2,483	-	2,528	15,059	15,059	-	12,531	17%
5850	Oversight Fees	-	-	-	-	-	68,791	68,791	-	68,791	0%
5857	Payroll Fees	-	-	-	-	-	25,750	25,750	-	25,750	0%
5860	Service Fees	2,025	-	(1,993)	(0)	32	2,318	2,318	-	2,286	1%
5863	Prof Developmnt	-	-	235	-	235	20,000	20,666	666	20,431	1%
5864	Prof Dev-Other	-	1,377	-	-	1,377	58,000	54,939	(3,061)	53,562	3%
5869	SpEd Ctrct Inst	-	-	-	-	-	-	101,900	101,900	101,900	0%
5872	SpEd Fees	-	-	-	-	-	-	15,494	15,494	15,494	0%
5875	StaffRecruiting	-	-	-	-	-	-	-	-	-	-
5884	Substitutes	-	-	6,412	6,554	12,966	30,900	30,900	-	17,934	42%
5890	OthSvcsNon-Inst	-	-	2,025	-	2,025	116,809	318,426	201,617	316,401	1%
5900	Communications	-	-	-	46	46	5,000	5,000	-	4,954	1%
5920	TelecomInternet	-	958	487	367	1,812	63,405	63,405	-	61,593	3%
5930	PostageDelivery	-	1,009	-	504	1,512	15,000	15,000	-	13,488	10%
5940	Technology	-	-	-	-	-	-	-	-	-	-
	SUBTOTAL - Services & Operations	**11,951**	**325,251**	**240,732**	**239,711**	**817,645**	**3,592,319**	**3,616,590**	**24,271**	**2,798,945**	**23%**

2018-19 First Interim Budget Actuals through October 31, 2018)		Year To Date					Annual Budget				
MSA 1		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted (July 1) Budget	Proposed First Interim Budget	Adopted Budget vs. Proposed 1st Interim	First Interim Remaining	Actuals as % of First Interim
Capital Outlay & Depreciation											
6100	Site Imp (Pre-Capitalization)	-	-	-	-	-	-	-	-	-	-
6400	EquipFixed	-	-	5,845	-	5,845	-	24,000	24,000	18,155	24%
6900	Depreciation	-	-	-	23,824	23,824	71,472	71,472	-	47,648	33%
	SUBTOTAL - Cap Outlay & Depreciation	**-**	**-**	**5,845**	**23,824**	**29,669**	**71,472**	**95,472**	**24,000**	**65,804**	**31%**
Other Outflows											
7299	Encroachment	-	-	(3,519)	-	(3,519)	15,494	-	(15,494)	3,519	-
7438	InterestExpense	-	-	-	-	-	-	-	-	-	-
	SUBTOTAL - Other Outflows	**-**	**-**	**(3,519)**	**-**	**(3,519)**	**15,494**	**-**	**(15,494)**	**3,519**	**-**
TOTAL EXPENSES		**238,463**	**813,779**	**667,314**	**675,003**	**2,391,040**	**8,843,426**	**8,926,113**	**82,687**	**6,535,073**	**27%**

Monthly Cash Flow (Actuals + Projections)

MSA-1	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	
	ACTUALS	ACTUALS	ACTUALS	ACTUALS	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	TOTAL
BEGINNING CASH	**2,044,087**	**2,000,927**	**1,528,532**	**1,736,888**	**1,792,194**	**2,275,958**	**2,438,801**	**2,435,126**	**2,238,855**	**2,152,299**	**2,362,592**	**2,331,996**	**2,202,914**	
Revenue														
LCFF Entitlement	75,698	343,603	293,142	657,398	446,919	446,919	628,110	446,919	593,839	732,612	503,884	503,884	726,270	**6,399,200**
Federal Revenue	-	1,840	-	-	104,206	27,170	55,832	104,206	27,170	61,108	104,206	27,170	670,069	**1,182,980**
Other State Revenues	12,965	-	86,302	23,337	351,164	56,763	86,858	27,079	66,911	191,048	135,789	114,339	246,351	**1,398,904**
Other Local Revenues	6,000	-	2,278	7,435	6,319	6,319	6,319	6,319	6,319	6,319	6,319	6,319	5,417	**71,682**
Total Revenue	**94,663**	**345,443**	**381,722**	**688,171**	**908,609**	**537,171**	**777,119**	**584,524**	**694,239**	**991,087**	**750,198**	**651,712**	**1,648,107**	**9,052,766**
Expenses														
Certificated Salaries	154,335	268,954	231,137	222,475	216,375	216,375	216,375	216,375	216,375	216,375	216,375	216,375	54,094	**2,661,991**
Classified Salaries	42,241	44,889	60,287	58,361	57,919	57,919	57,919	57,919	57,919	57,919	57,919	57,919	11,584	**680,715**
Benefits	28,667	107,975	89,460	56,165	109,746	109,746	109,746	109,746	109,746	109,746	109,746	109,746	54,873	**1,215,108**
Books and Supplies	1,270	66,710	39,854	74,467	64,047	64,047	64,047	64,047	64,047	64,047	64,047	64,047	(38,441)	**656,236**
Services and Operations	11,951	325,251	240,732	239,711	328,388	328,388	328,388	328,388	328,388	328,388	328,388	328,388	171,840	**3,616,590**
Depreciation / Cap Outlay	-	-	5,845	23,824	8,225	8,225	8,225	8,225	8,225	8,225	8,225	8,225	-	**95,472**
Other Outflows	-	-	(3,519)	-	440	440	440	440	440	440	440	440	-	**0**
Total Expenses	**238,463**	**813,779**	**663,795**	**675,003**	**785,140**	**785,140**	**785,140**	**785,140**	**785,140**	**785,140**	**785,140**	**785,140**	**253,949**	**8,926,113**
Other Transactions Affecting Cash														
Revenues - Prior Year Accruals	394,636	143,578	7,398	41,149	355,950	406,466	-	-	-	-	-	-		**1,349,177**
Accounts Receivable - Current Year			-	-	-	-	-	-	-	-	-	-		**-**
Other Assets			-	-	-	-	-	-	-	-	-	-		**-**
Fixed Assets			-	23,824	-	-	-	-	-	-	-	-		**23,824**
Due To (From)	(115,465)	(46,305)	406,014	-	-	-	-	-	-	-	-	-		**244,244**
Expenses - Prior Year Accruals	(182,877)	(105,679)	-	-	-	-	-	-	-	-	-	-		**(288,556)**
Accounts Payable - Current Year			72,671	(27,181)	-	-	-	-	-	-	-	-		**45,490**
Summer Holdback for Teachers	4,346	4,346	4,346	4,346	4,346	4,346	4,346	4,346	4,346	4,346	4,346	4,346		**52,152**
Loans Payable (Current)			-	-	-	-	-	-	-	-	-	-		**-**
Loans Payable (Long Term)			-	-	-	-	-	-	-	-	-	-		**-**
Total Other Transactions	**100,640**	**(4,060)**	**490,429**	**42,138**	**360,296**	**410,812**	**4,346**	**4,346**	**4,346**	**4,346**	**4,346**	**4,346**		**1,426,332**
Total Change in Cash	**(43,160)**	**(472,396)**	**208,356**	**55,306**	**483,764**	**162,843**	**(3,676)**	**(196,271)**	**(86,555)**	**210,293**	**(30,596)**	**(129,082)**		**1,552,984**
ENDING CASH	**2,000,927**	**1,528,532**	**1,736,888**	**1,792,194**	**2,275,958**	**2,438,801**	**2,435,126**	**2,238,855**	**2,152,299**	**2,362,592**	**2,331,996**	**2,202,914**		



MSA-2 Executive Summary

SUMMARY OF RESULTS

This latest First Interim Budget update projects a budget deficit of ($240,080).
This is an decrease of ($399,494) from the original July 1 Budget projected surplus of $159,414.
This will allow MSA-2 to end this fiscal year with a balance of $1,015,488, which is 17.3% of annual expenditures.

CASH FLOW

Operating cash flow is projected to remain positive throughout this fiscal year, as shown in the attached monthly cash flow schedule.
The lowest projected ending cash balance this fiscal year is $856,871, which represents 53 days of operating costs on average.
This cash flow takes into account all intercompany loans made to date, but does not assume additional loans until approved by the Board.

SIGNIFICANT CHANGES IN REVENUE (Total change from July Budget = decrease of ($343,280), or -5.7% of July Budget revenues)

LCFF Entitlement: These "Local Control Funding Formula" revenues are the primary funding source for the school.
LCFF Entitlement projected revenues are ($289,171) lower than in the July Budget, due to average daily attendance (ADA) decreasing by 28.

Federal Revenues: This consists of Title I-IV "Every Student Succeeds Act" (ESSA) funding, federal special education, and federal food programs.
Federal Revenues are projected at $10,474 higher than in the July Budget, due primarily to updated ESSA funding levels.

Other State Revenues: These are the non-LCFF state revenues such as Lottery, Facility Grant, and one-time block grants.
Other State Revenues are projected at ($68,083) lower than in the July Budget, primarily due to a reduction in one-time funding from July estimates.

Other Local Revenues: This category is primarily fundraising revenue, but includes any non-LCFF local revenue sources.
Other Local Revenues are projected at $3,500 higher than in the July Budget, reflecting updated projections of fundraising and other local revenue.

SIGNIFICANT CHANGES IN EXPENSES (Total change from July Budget = increase of $56,214, or 1.0% of July Budget expenses)

Salaries and Benefits: This includes all employee pay, plus benefits such as retirement, healthcare, Medicare, Social Security, etc.
Salaries and Benefits costs are $21,957 higher than in the July Budget, reflecting budget adjustments to address changes in enrollment and other factors.

Books & Supplies: This category includes textbooks, computers, supplies, and other instructional and non-instructional materials and equipment.
Books & Supplies costs are projected at $52,229 higher than in the July Budget, due to targeted budget adjustments (see detail).

Services & Operating Expenses: These include all contracted services as well as travel, insurance, rent, legal costs, and other service-related expenses.
Services & Operating costs are projected to be ($5,825) lower than in the July Budget, due to targeted budget adjustments (see detail).

Depreciation, Capital Outlay, and Other Outgo: This category includes depreciation on fixed assets, interest, and SELPA encroachment.
These costs are projected at ($12,147) lower than in the July Budget, reflecting updated depreciation and encroachment projections.

DMS
DELTA MANAGED SOLUTIONS

2018-19 First Interim Budget Actuals through October 31, 2018)	Year To Date					Annual Budget				
MSA 2	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted (July 1) Budget	Proposed First Interim Budget	Adopted Budget vs. Proposed 1st Interim	First Interim Remaining	Actuals as % of First Interim
SUMMARY										
Revenue										
LCFF Entitlement	63,824	283,685	241,136	539,504	1,128,148	4,916,902	4,627,731	(289,171)	3,499,583	24%
Federal Revenue	-	-	-	-	-	499,381	509,855	10,474	509,855	0%
Other State Revenues	10,929	-	30,601	19,672	61,202	539,656	471,573	(68,083)	410,371	13%
Other Local Revenues	0	3,736	1,341	4,874	9,951	33,343	36,843	3,500	26,892	27%
Total Revenue	**74,753**	**287,421**	**273,078**	**564,050**	**1,199,301**	**5,989,282**	**5,646,002**	**(343,280)**	**4,446,701**	**21%**
Expenses										
Certificated Salaries	112,754	172,654	190,660	179,910	655,978	2,166,303	2,043,813	(122,490)	1,387,835	32%
Classified Salaries	14,755	58,550	39,473	38,824	151,601	438,606	582,142	143,536	430,541	26%
Benefits	18,329	94,916	72,329	43,738	229,312	978,684	979,594	910	750,283	23%
Books and Supplies	1,246	76,776	14,451	48,086	140,559	426,947	479,177	52,229	338,618	29%
Services and Operating Exp.	23,426	168,091	97,766	140,986	430,270	1,737,696	1,731,871	(5,825)	1,301,601	25%
Depreciation & Cap Outlay	-	-	-	23,161	23,161	69,484	69,484	-	46,323	33%
Other Outflows	-	-	-	-	-	12,147	-	(12,147)	-	-
Total Expenses	**170,510**	**570,987**	**414,679**	**474,705**	**1,630,881**	**5,829,868**	**5,886,082**	**56,214**	**4,255,201**	**28%**
Operating Income					**(431,580)**	**159,414**	**(240,080)**	**(399,494)**	**191,500**	
Fund Balance										
Beginning Balance (Unaudited)						1,255,568	1,255,568			
Operating Income						159,414	(240,080)			
Ending Fund Balance						**1,414,982**	**1,015,488**			

DMS
DELTA MANAGED SOLUTIONS

2018-19 First Interim Budget Actuals through October 31, 2018)		Year To Date					Annual Budget				
MSA 2		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted (July 1) Budget	Proposed First Interim Budget	Adopted Budget vs. Proposed 1st Interim	First Interim Remaining	Actuals as % of First Interim
REVENUE DETAIL											
LCFF Entitlement											
8011	State Aid	-	156,037	156,037	280,866	592,940	3,378,044	3,016,096	(361,948)	2,423,156	20%
8012	EPA Entitlement	-	-	-	173,539	173,539	559,149	604,674	45,525	431,135	29%
8019	Prior Year Adjustments	-	-	-	-	-	-	-	-	- -	
8096	InLieuPropTaxes	63,824	127,648	85,099	85,099	361,669	979,709	1,006,961	27,252	645,292	36%
	SUBTOTAL - LCFF Entitlement	**63,824**	**283,685**	**241,136**	**539,504**	**1,128,148**	**4,916,902**	**4,627,731**	**(289,171)**	**3,499,583**	**24%**
Federal Revenue											
8181	SpEd - Revenue	-	-	-	-	-	58,875	58,875	-	58,875	0%
8220	SchLunchFederal	-	-	-	-	-	202,266	202,266	-	202,266	0%
8290	All Other Federal Revenue	-	-	-	-	-	238,240	248,714	10,474	248,714	0%
	SUBTOTAL - Federal Revenue	**-**	**-**	**-**	**-**	**-**	**499,381**	**509,855**	**10,474**	**509,855**	**0%**
Other State Revenue											
8311	SpEd Revenue	10,929	-	30,601	19,672	61,202	231,807	231,807	-	170,605	26%
8520	SchoolNutrState	-	-	-	-	-	19,867	19,867	-	19,867	0%
8550	MandCstReimburs	-	-	-	-	-	163,554	93,495	(70,059)	93,495	0%
8560	StateLotteryRev	-	-	-	-	-	86,151	86,151	-	86,151	0%
8590	AllOthStateRev	-	-	-	-	-	38,277	40,253	1,976	40,253	0%
	SUBTOTAL - Other State Revenue	**10,929**	**-**	**30,601**	**19,672**	**61,202**	**539,656**	**471,573**	**(68,083)**	**410,371**	**13%**
Local Revenue											
8634	StudentLunchFee	0	-	-	-	0	3,208	3,208	-	3,208	0%
8650	Leases &Rentals	-	-	-	-	-	-	-	-	-	-
8660	Interest	-	-	-	-	-	-	-	-	-	-
8698	OthRev-Suspense	-	-	-	-	-	-	-	-	-	-
8699	Other Revenue	-	-	-	6,215	6,215	30,135	33,635	3,500	27,420	18%
8791	SpEd Revenue (Local)	-	3,736	-	-	3,736	-	-	-	(3,736)	-
8999	Revenues-Susp	-	-	1,341	(1,341)	-	-	-	-	-	-
	SUBTOTAL - Local Revenue	**0**	**3,736**	**1,341**	**4,874**	**9,951**	**33,343**	**36,843**	**3,500**	**26,892**	**27%**
TOTAL REVENUE		**74,753**	**287,421**	**273,078**	**564,050**	**1,199,301**	**5,989,282**	**5,646,002**	**(343,280)**	**4,446,701**	**21%**

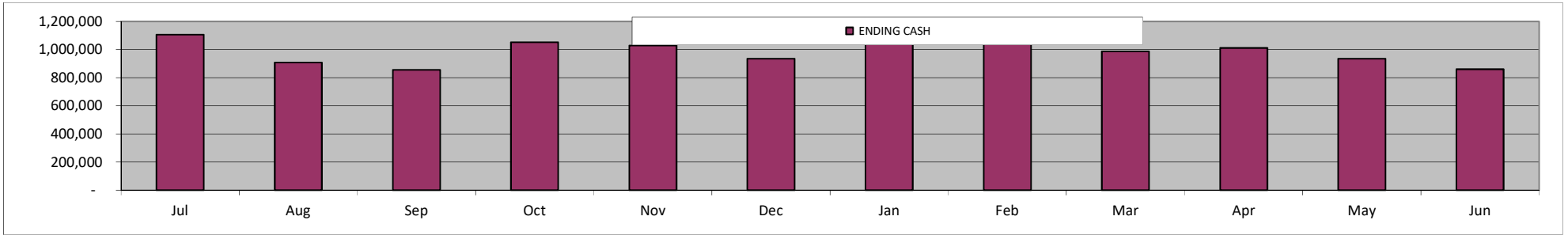
2018-19 First Interim Budget Actuals through October 31, 2018)		Year To Date					Annual Budget				
MSA 2		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted (July 1) Budget	Proposed First Interim Budget	Adopted Budget vs. Proposed 1st Interim	First Interim Remaining	Actuals as % of First Interim
EXPENSES DETAIL											
Certificated Salaries											
1100	TeacherSalaries	72,261	145,044	163,050	151,600	531,955	1,740,983	1,770,925	29,942	1,238,970	30%
1300	Cert Adminis	40,493	27,610	27,610	28,310	124,023	425,320	272,888	(152,432)	148,865	45%
	SUBTOTAL - Certificated Salaries	**112,754**	**172,654**	**190,660**	**179,910**	**655,978**	**2,166,303**	**2,043,813**	**(122,490)**	**1,387,835**	**32%**
Classified Salaries											
2400	Clerical & Tech	10,583	34,933	11,678	11,429	68,623	167,840	236,710	68,870	168,087	29%
2900	OtherClassStaff	4,172	23,616	27,794	27,396	82,978	270,766	345,432	74,666	262,454	24%
	SUBTOTAL - Classified Salaries	**14,755**	**58,550**	**39,473**	**38,824**	**151,601**	**438,606**	**582,142**	**143,536**	**430,541**	**26%**
Employee Benefits											
3101	STRS	7,689	28,059	29,110	29,241	94,099	330,913	326,152	(4,761)	232,054	29%
3202	PERS	2,546	6,361	7,010	6,863	22,780	79,221	79,221	-	56,441	29%
3301	OASDI/Med	2,756	5,231	5,769	5,573	19,329	73,252	70,219	(3,033)	50,889	28%
3401	HlthWelfare	-	53,200	28,661	-	81,861	464,124	474,517	10,393	392,656	17%
3501	UnemployIns	-	285	-	282	567	1,533	1,533	-	966	37%
3601	WorkersCmp	5,338	1,779	1,779	1,779	10,675	29,331	27,642	(1,689)	16,967	39%
3901	OthBenes	-	-	-	-	-	310	310	-	310	0%
	SUBTOTAL - Employee Benefits	**18,329**	**94,916**	**72,329**	**43,738**	**229,312**	**978,684**	**979,594**	**910**	**750,283**	**23%**
Books & Supplies											
4100	Text&CoreCurric	-	50,219	(617)	7,032	56,634	25,000	81,500	56,500	24,866	69%
4200	BooksOthRefMats	-	-	-	-	-	5,000	-	(5,000)	-	-
4310	Ins Mats & Sups	-	1,742	533	2,142	4,417	30,000	54,658	24,658	50,241	8%
4315	OthrSupplies	-	-	-	-	-	-	-	-	-	-
4320	Office Supplies	-	-	309	156	464	10,000	9,000	(1,000)	8,536	5%
4325	ProfDevMat&Sups	-	-	-	-	-	-	-	-	-	-
4326	Arts&MusicSupps	-	-	-	-	-	-	-	-	-	-
4335	PE Supplies	-	-	-	-	-	-	-	-	-	-
4340	Educat Software	-	-	7,598	2,572	10,170	57,982	43,668	(14,314)	33,498	23%
4345	NonInstStdntSup	1,246	545	-	-	1,791	10,000	10,000	-	8,209	18%
4430	OffceFurnEqp<5k	-	-	-	-	-	6,000	6,000	-	6,000	0%
4440	Computers <$5k	-	-	-	-	-	15,625	15,625	-	15,625	0%
4460	Fixed Asset Suspense	-	-	-	-	-	-	-	-	-	-
4710	Food	-	(11)	-	-	(11)	247,340	247,340	-	247,351	0%
4720	Food:Other Food	-	(578)	-	203	(375)	10,000	1,385	(8,615)	1,760	-27%
4990	Prior Year Exp	-	-	-	-	-	-	-	-	-	-
4999	Misc Exp-Suspense	-	25,256	6,628	35,121	67,005	-	-	-	(67,005)	-
	SUBTOTAL - Books and Supplies	**1,246**	**76,776**	**14,451**	**48,086**	**140,559**	**426,947**	**479,177**	**52,229**	**338,618**	**29%**

2018-19 First Interim Budget Actuals through October 31, 2018)		Year To Date					Annual Budget				
MSA 2		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted (July 1) Budget	Proposed First Interim Budget	Adopted Budget vs. Proposed 1st Interim	First Interim Remaining	Actuals as % of First Interim
Services & Other Operating Expenses											
5101	CMO Fees	-	149,815	74,908	74,908	299,631	898,892	898,892	-	599,261	33%
5205	Conference Fees	-	-	-	-	-	6,000	3,000	(3,000)	3,000	0%
5210	MilesParkTolls	-	-	-	-	-	-	-	-	-	-
5215	TravConferences	-	-	-	-	-	2,500	1,500	(1,000)	1,500	0%
5220	TraLodging	-	-	-	-	-	-	-	-	-	-
5300	DuesMemberships	-	1,020	-	-	1,020	6,000	6,000	-	4,980	17%
5450	Other Insurance	5,816	1,939	1,939	2,143	11,837	27,746	27,746	-	15,909	43%
5500	OpsHousekeeping	-	-	-	3,994	3,994	17,510	16,000	(1,510)	12,006	25%
5510	Gas & Electric	-	-	-	-	-	-	-	-	-	-
5610	Rent & Leases	-	-	-	41,944	41,944	164,833	125,833	(39,000)	83,889	33%
5620	EquipmentLeases	1,081	1,162	1,290	2,346	5,879	20,000	20,000	-	14,121	29%
5630	Reps&MaintBldng	-	(742)	-	4,995	4,253	28,749	28,749	-	24,496	15%
5800	ProfessServices	-	2,775	5,863	2,280	10,919	165,215	46,076	(119,139)	35,158	24%
5810	Legal	-	9,278	2,860	-	12,138	20,000	20,000	-	7,863	61%
5811	Property Tax	-	-	-	-	-	-	-	-	-	-
5813	SchPrgAftSchool	-	-	-	-	-	2,000	2,000	-	2,000	0%
5814	SchPrgAcadComps	-	694	-	-	694	12,000	12,000	-	11,306	6%
5819	SchlProgs-Other	-	(50)	3,990	-	3,940	10,000	10,000	-	6,060	39%
5820	Audit & CPA	-	-	-	-	-	10,000	10,000	-	10,000	0%
5825	DMSBusinessSvcs	-	-	-	-	-	-	-	-	-	-
5835	Field Trips	-	-	805	1,332	2,137	20,000	10,000	(10,000)	7,864	21%
5836	FieldTrip Trans	-	-	-	-	-	-	-	-	-	-
5840	MarkngStdtRecrt	-	-	-	-	-	20,000	10,000	(10,000)	10,000	0%
5850	Oversight Fees	-	-	-	-	-	49,169	49,169	-	49,169	0%
5857	Payroll Fees	-	-	-	-	-	21,000	21,000	-	21,000	0%
5860	Service Fees	1,820	-	(1,809)	142	153	1,500	1,500	-	1,347	10%
5863	Prof Developmnt	-	-	-	1,135	1,135	11,442	11,442	-	10,307	10%
5864	Prof Dev-Other	-	(1,077)	-	-	(1,077)	75,500	55,000	(20,500)	56,077	-2%
5869	SpEd Ctrct Inst	12,337	750	-	1,589	14,675	-	74,175	74,175	59,500	20%
5872	SpEd Fees	-	-	-	-	-	-	12,147	12,147	12,147	0%
5875	StaffRecruiting	-	-	-	-	-	-	-	-	-	-
5884	Substitutes	-	-	5,321	2,408	7,729	76,000	76,000	-	68,271	10%
5890	OthSvcsNon-Inst	-	-	1,820	-	1,820	23,405	135,407	112,002	133,587	1%
5900	Communications	-	-	-	-	-	4,635	4,635	-	4,635	0%
5920	TelecomInternet	2,372	958	780	166	4,277	36,600	36,600	-	32,323	12%
5930	PostageDelivery	-	1,569	-	1,604	3,173	7,000	7,000	-	3,827	45%
5940	Technology	-	-	-	-	-	-	-	-	-	-
	SUBTOTAL - Services & Operations	**23,426**	**168,091**	**97,766**	**140,986**	**430,270**	**1,737,696**	**1,731,871**	**(5,825)**	**1,301,601**	**25%**

2018-19 First Interim Budget Actuals through October 31, 2018)		Year To Date					Annual Budget				
MSA 2		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted (July 1) Budget	Proposed First Interim Budget	Adopted Budget vs. Proposed 1st Interim	First Interim Remaining	Actuals as % of First Interim
Capital Outlay & Depreciation											
6100	Site Imp (Pre-Capitalization)	-	-	-	-	-	-	-	-	-	-
6400	EquipFixed	-	-	-	-	-	-	-	-	-	-
6900	Depreciation	-	-	-	23,161	23,161	69,484	69,484	-	46,323	33%
	SUBTOTAL - Cap Outlay & Depreciation	**-**	**-**	**-**	**23,161**	**23,161**	**69,484**	**69,484**	**-**	**46,323**	**33%**
Other Outflows											
7299	Encroachment	-	-	-	-	-	12,147	-	(12,147)	-	-
7438	InterestExpense	-	-	-	-	-	-	-	-	-	-
	SUBTOTAL - Other Outflows	**-**	**-**	**-**	**-**	**-**	**12,147**	**-**	**(12,147)**	**-**	**-**
TOTAL EXPENSES		**170,510**	**570,987**	**414,679**	**474,705**	**1,630,881**	**5,829,868**	**5,886,082**	**56,214**	**4,255,201**	**28%**

Monthly Cash Flow (Actuals + Projections)

MSA-2	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	TOTAL
	ACTUALS	ACTUALS	ACTUALS	ACTUALS	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	
BEGINNING CASH	**1,094,844**	**1,105,744**	**907,929**	**856,871**	**1,052,502**	**1,029,003**	**935,108**	**1,059,563**	**1,042,171**	**986,754**	**1,012,142**	**935,329**	**859,914**	
Revenue														
LCFF Entitlement	63,824	283,685	241,136	539,504	365,965	365,965	515,355	365,965	361,571	431,335	310,755	310,755	471,919	**4,627,731**
Federal Revenue	-	-	-	-	53,650	-	37,651	91,301	37,651	67,088	91,301	37,651	93,562	**509,855**
Other State Revenues	10,929	-	30,601	19,672	34,714	43,919	79,169	28,761	51,338	29,800	29,800	82,094	30,776	**471,573**
Other Local Revenues	0	3,736	1,341	4,874	1,590	4,682	740	5,042	2,484	5,624	(208)	2,546	4,392	**36,843**
Total Revenue	**74,753**	**287,421**	**273,078**	**564,050**	**455,919**	**414,566**	**632,915**	**491,069**	**453,043**	**533,848**	**431,648**	**433,045**	**600,648**	**5,646,002**
Expenses														
Certificated Salaries	112,754	172,654	190,660	179,910	168,222	168,222	168,222	168,222	168,222	168,222	168,222	168,222	42,056	**2,043,813**
Classified Salaries	14,755	58,550	39,473	38,824	52,505	52,505	52,505	52,505	52,505	52,505	52,505	52,505	10,501	**582,142**
Benefits	18,329	94,916	72,329	43,738	88,269	88,269	88,269	88,269	88,269	88,269	88,269	88,269	44,134	**979,594**
Books and Supplies	1,246	76,776	14,451	48,086	46,623	46,623	46,623	46,623	46,623	46,623	46,623	46,623	(34,368)	**479,177**
Services and Operations	23,426	168,091	97,766	140,986	155,636	155,636	155,636	155,636	155,636	155,636	155,636	155,636	56,510	**1,731,871**
Depreciation / Cap Outlay	-	-	-	23,161	5,790	5,790	5,790	5,790	5,790	5,790	5,790	5,790	-	**69,484**
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Total Expenses	**170,510**	**570,987**	**414,679**	**474,705**	**517,046**	**517,046**	**517,046**	**517,046**	**517,046**	**517,046**	**517,046**	**517,046**	**118,833**	**5,886,082**
Other Transactions Affecting Cash														
Revenues - Prior Year Accruals	322,166	109,405	26,315	34,925	29,042	-	-	-	-	-	-	-		**521,853**
Accounts Receivable - Current Year			-	-	-	-	-	-	-	-	-	-		**-**
Other Assets			-	-	-	-	-	-	-	-	-	-		**-**
Fixed Assets			-	23,161	2,374	2,374	2,374	2,374	2,374	2,374	2,374	2,374		**42,151**
Due To (From)			-	-	-	-	-	-	-	-	-	-		**-**
Expenses - Prior Year Accruals	(221,720)	(29,866)	-	-	-	-	-	-	-	-	-	-		**(251,586)**
Accounts Payable - Current Year			58,016	41,988	-	-	-	-	-	-	-	-		**100,004**
Summer Holdback for Teachers	6,212	6,212	6,212	6,212	6,212	6,212	6,212	6,212	6,212	6,212	6,212	6,212		**74,544**
Loans Payable (Current)			-	-	-	-	-	-	-	-	-	-		**-**
Loans Payable (Long Term)			-	-	-	-	-	-	-	-	-	-		**-**
Total Other Transactions	**106,658**	**85,751**	**90,543**	**106,286**	**37,628**	**8,586**	**8,586**	**8,586**	**8,586**	**8,586**	**8,586**	**8,586**		**486,966**
Total Change in Cash	**10,900**	**(197,815)**	**(51,058)**	**195,631**	**(23,500)**	**(93,894)**	**124,454**	**(17,391)**	**(55,417)**	**25,387**	**(76,813)**	**(75,415)**		**246,885**
ENDING CASH	**1,105,744**	**907,929**	**856,871**	**1,052,502**	**1,029,003**	**935,108**	**1,059,563**	**1,042,171**	**986,754**	**1,012,142**	**935,329**	**859,914**		



MSA-3 Executive Summary

SUMMARY OF RESULTS

This latest First Interim Budget update projects a budget surplus of $56,045.

This is an decrease of ($48,208) from the original July 1 Budget projected surplus of $104,253.

This will allow MSA-3 to end this fiscal year with a balance of $1,128,015, which is 17.6% of annual expenditures.

CASH FLOW

Operating cash flow is projected to remain positive throughout this fiscal year, as shown in the attached monthly cash flow schedule.

The lowest projected ending cash balance this fiscal year is $297,788, which represents 17 days of operating costs on average.

This cash flow takes into account all intercompany loans made to date, but does not assume additional loans until approved by the Board.

SIGNIFICANT CHANGES IN REVENUE (Total change from July Budget = increase of $386,887, or 6.3% of July Budget revenues)

LCFF Entitlement: These "Local Control Funding Formula" revenues are the primary funding source for the school.

LCFF Entitlement projected revenues are $351,707 higher than in the July Budget, due to average daily attendance (ADA) increasing by 26.

Federal Revenues: This consists of Title I-IV "Every Student Succeeds Act" (ESSA) funding, federal special education, and federal food programs.

Federal Revenues are projected at $3,959 higher than in the July Budget, due primarily to updated ESSA funding levels.

Other State Revenues: These are the non-LCFF state revenues such as Lottery, Facility Grant, and one-time block grants.

Other State Revenues are projected at $31,221 higher than in the July Budget, primarily due to a reduction in one-time funding from July estimates.

Other Local Revenues: These are the non-LCFF state revenues such as Lottery, Facility Grant, and one-time block grants.

Other Local Revenues are projected at $0 lower than in the July Budget, reflecting updated projections of fundraising and other local revenue.

SIGNIFICANT CHANGES IN EXPENSES (Total change from July Budget = increase of $435,095, or 7.3% of July Budget expenses)

Salaries and Benefits: This includes all employee pay, plus benefits such as retirement, healthcare, Medicare, Social Security, etc.

Salaries and Benefits costs are $298,925 higher than in the July Budget, reflecting budget adjustments to address changes in enrollment and other factors.

Books & Supplies: This category includes textbooks, computers, supplies, and other instructional and non-instructional materials and equipment.

Books & Supplies costs are projected at $31,576 higher than in the July Budget, due to targeted budget adjustments (see detail).

Services & Operating Expenses: These include all contracted services as well as travel, insurance, rent, legal costs, and other service-related expenses.

Services & Operating costs are projected to be $96,313 higher than in the July Budget, due to targeted budget adjustments (see detail).

Depreciation, Capital Outlay, and Other Outgo: This category includes depreciation on fixed assets, interest, and SELPA encroachment.

These costs are projected at $8,280 higher than in the July Budget, reflecting updated depreciation and encroachment projections.

DMS
DELTA MANAGED SOLUTIONS

2018-19 First Interim Budget Actuals through October 31, 2018)	Year To Date					Annual Budget				
MSA 3	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted (July 1) Budget	Proposed First Interim Budget	Adopted Budget vs. Proposed 1st Interim	First Interim Remaining	Actuals as % of First Interim
SUMMARY										
Revenue										
LCFF Entitlement	63,914	279,907	237,298	530,517	1,111,637	4,907,330	5,259,037	351,707	4,147,400	21%
Federal Revenue	-	-	-	1,036	1,036	473,723	477,682	3,959	476,646	0%
Other State Revenues	10,948	-	80,655	19,707	111,310	656,427	687,648	31,221	576,338	16%
Other Local Revenues	500	1,072	1,490	1,201	4,263	58,869	58,869	-	54,606	7%
Total Revenue	**75,362**	**280,979**	**319,443**	**552,462**	**1,228,246**	**6,096,349**	**6,483,236**	**386,887**	**5,254,990**	**19%**
Expenses										
Certificated Salaries	102,550	171,817	163,609	167,236	605,211	2,018,348	2,130,364	112,016	1,525,152	28%
Classified Salaries	50,923	49,722	54,572	63,889	219,106	493,048	609,042	115,994	389,936	36%
Benefits	29,878	85,914	46,486	100,737	263,014	888,593	959,508	70,915	696,494	27%
Books and Supplies	2,932	355	29,129	24,920	57,337	386,564	418,140	31,576	360,803	14%
Services and Operating Exp.	101,302	106,848	275,002	180,154	663,305	2,130,019	2,226,333	96,313	1,563,027	30%
Depreciation & Cap Outlay	-	-	-	33,098	33,098	63,804	83,804	20,000	50,707	39%
Other Outflows	-	-	-	-	-	11,720	-	(11,720)	-	-
Total Expenses	**287,585**	**414,655**	**568,798**	**570,033**	**1,841,071**	**5,992,096**	**6,427,191**	**435,095**	**4,586,119**	**29%**
Operating Income					**(612,826)**	**104,253**	**56,045**	**(48,208)**	**668,871**	
Fund Balance										
Beginning Balance (Unaudited)						1,071,970	1,071,970			
Operating Income						104,253	56,045			
Ending Fund Balance						**1,176,223**	**1,128,015**			

DMS
DELTA MANAGED SOLUTIONS

2018-19 First Interim Budget Actuals through October 31, 2018)		Year To Date					Annual Budget				
MSA 3		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted (July 1) Budget	Proposed First Interim Budget	Adopted Budget vs. Proposed 1st Interim	First Interim Remaining	Actuals as % of First Interim
REVENUE DETAIL											
LCFF Entitlement											
8011	State Aid	-	152,080	152,080	272,707	576,867	3,324,404	3,402,268	77,864	2,825,401	17%
8012	EPA Entitlement	-	-	-	172,592	172,592	572,645	693,655	121,010	521,063	25%
8019	Prior Year Adjustments	-	-	-	-	-	-	-	-	- -	
8096	InLieuPropTaxes	63,914	127,827	85,218	85,218	362,178	1,010,281	1,163,114	152,833	800,936	31%
	SUBTOTAL - LCFF Entitlement	**63,914**	**279,907**	**237,298**	**530,517**	**1,111,637**	**4,907,330**	**5,259,037**	**351,707**	**4,147,400**	**21%**
Federal Revenue											
8181	SpEd - Revenue	-	-	-	-	-	56,875	56,875	-	56,875	0%
8220	SchLunchFederal	-	-	-	-	-	210,830	210,830	-	210,830	0%
8290	All Other Federal Revenue	-	-	-	1,036	1,036	206,018	209,977	3,959	208,941	0%
	SUBTOTAL - Federal Revenue	**-**	**-**	**-**	**1,036**	**1,036**	**473,723**	**477,682**	**3,959**	**476,646**	**0%**
Other State Revenue											
8311	SpEd Revenue	10,948	-	30,655	19,707	61,310	239,041	239,041	-	177,731	26%
8520	SchoolNutrState	-	-	-	-	-	19,643	19,643	-	19,643	0%
8550	MandCstReimburs	-	-	-	-	-	163,990	93,834	(70,156)	93,834	0%
8560	StateLotteryRev	-	-	-	-	-	88,839	88,839	-	88,839	0%
8590	AllOthStateRev	-	-	50,000	-	50,000	144,914	246,291	101,377	196,291	20%
	SUBTOTAL - Other State Revenue	**10,948**	**-**	**80,655**	**19,707**	**111,310**	**656,427**	**687,648**	**31,221**	**576,338**	**16%**
Local Revenue											
8634	StudentLunchFee	-	-	-	-	-	4,270	4,270	-	4,270	0%
8650	Leases &Rentals	-	-	-	-	-	-	-	-	-	-
8660	Interest	-	-	-	-	-	-	-	-	-	-
8698	OthRev-Suspense	-	-	-	-	-	-	-	-	-	-
8699	Other Revenue	500	1,072	-	2,691	4,263	54,599	54,599	-	50,336	8%
8791	SpEd Revenue (Local)	-	-	-	-	-	-	-	-	-	-
8999	Revenues-Susp	-	-	1,490	(1,490)	-	-	-	-	-	-
	SUBTOTAL - Local Revenue	**500**	**1,072**	**1,490**	**1,201**	**4,263**	**58,869**	**58,869**	**-**	**54,606**	**7%**
TOTAL REVENUE		**75,362**	**282,777**	**319,443**	**552,462**	**1,228,246**	**6,096,349**	**6,483,236**	**386,887**	**5,254,990**	**19%**

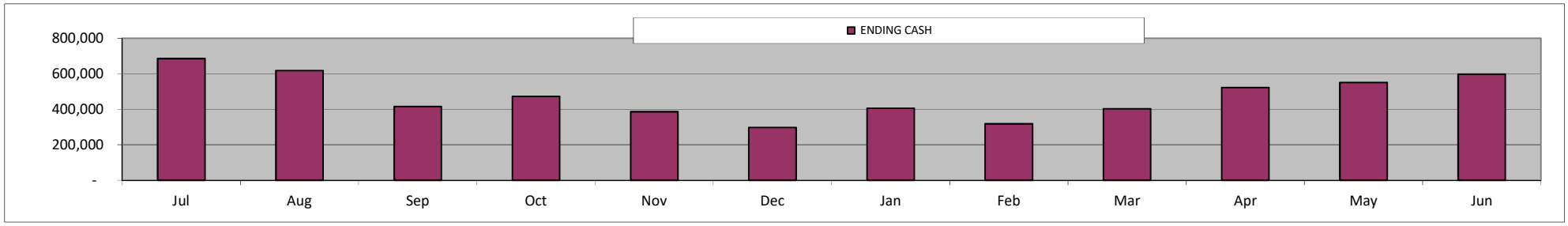
2018-19 First Interim Budget Actuals through October 31, 2018)		Year To Date					Annual Budget				
MSA 3		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted (July 1) Budget	Proposed First Interim Budget	Adopted Budget vs. Proposed 1st Interim	First Interim Remaining	Actuals as % of First Interim
EXPENSES DETAIL											
Certificated Salaries											
1100	TeacherSalaries	51,469	125,909	129,197	130,424	436,998	1,681,876	1,709,420	27,544	1,272,421	26%
1300	Cert Adminis	51,081	45,908	34,412	36,812	168,213	336,472	420,944	84,472	252,731	40%
	SUBTOTAL - Certificated Salaries	**102,550**	**171,817**	**163,609**	**167,236**	**605,211**	**2,018,348**	**2,130,364**	**112,016**	**1,525,152**	**28%**
Classified Salaries											
2400	Clerical & Tech	20,247	16,615	18,944	23,500	79,305	164,833	186,361	21,528	107,056	43%
2900	OtherClassStaff	30,677	33,107	35,629	40,389	139,801	328,215	422,681	94,466	282,880	33%
	SUBTOTAL - Classified Salaries	**50,923**	**49,722**	**54,572**	**63,889**	**219,106**	**493,048**	**609,042**	**115,994**	**389,936**	**36%**
Employee Benefits											
3101	STRS	10,231	26,112	26,587	27,924	90,853	308,115	338,550	30,435	247,696	27%
3202	PERS	8,135	8,539	8,802	9,222	34,698	89,054	101,534	12,480	66,836	34%
3301	OASDI/Med	5,380	6,925	6,533	6,995	25,834	74,781	74,781	-	48,947	35%
3401	HlthWelfare	-	41,889	2,509	54,252	98,651	386,892	414,892	28,000	316,241	24%
3501	UnemployIns	-	383	-	296	679	1,473	2,473	1,000	1,794	27%
3601	WorkersCmp	6,132	2,044	2,044	2,044	12,264	28,278	27,278	(1,000)	15,014	45%
3901	OthBenes	-	22	10	3	35	-	-	-	(35)	-
	SUBTOTAL - Employee Benefits	**29,878**	**85,914**	**46,486**	**100,737**	**263,014**	**888,593**	**959,508**	**70,915**	**696,494**	**27%**
Books & Supplies											
4100	Text&CoreCurric	-	-	416	-	416	25,000	25,744	744	25,328	2%
4200	BooksOthRefMats	-	-	-	-	-	4,000	4,000	-	4,000	0%
4310	Ins Mats & Sups	-	-	4,229	28	4,257	26,500	54,009	27,509	49,752	8%
4320	Office Supplies	-	(1,978)	153	1,524	(301)	11,000	11,000	-	11,301	-3%
4325	ProfDevMat&Sups	-	-	-	-	-	500	500	-	500	0%
4326	Arts&MusicSupps	-	-	-	-	-	1,500	1,500	-	1,500	0%
4335	PE Supplies	-	-	-	-	-	2,000	2,000	-	2,000	0%
4340	Educat Software	-	563	14,049	12,383	26,994	54,310	57,633	3,323	30,639	47%
4345	NonInstStdntSup	447	-	2,332	2,694	5,473	7,000	7,000	-	1,527	78%
4346	TeacherSupplies	-	-	168	-	168	1,000	1,000	-	832	17%
4350	Cust. Supplies	-	-	197	-	197	300	300	-	103	66%
4390	Uniforms	-	-	-	-	-	500	500	-	500	0%
4400	NonCapEquip-Gen	-	-	-	-	-	7,120	7,120	-	7,120	0%
4440	Computers <$5k	2,485	-	-	-	2,485	6,602	6,602	-	4,117	38%
4460	Fixed Asset Suspense	-	-	-	-	-	-	-	-	-	-
4710	Food	-	-	-	-	-	230,992	230,992	-	230,992	0%
4720	Food:Other Food	-	-	-	361	361	8,240	8,240	-	7,879	4%
4990	Prior Year Exp	-	-	-	-	-	-	-	-	-	-
4999	Misc Exp-Suspense	-	1,771	7,587	7,931	17,288	-	-	-	(17,288)	-
	SUBTOTAL - Books and Supplies	**2,932**	**355**	**29,129**	**24,920**	**57,337**	**386,564**	**418,140**	**31,576**	**360,803**	**14%**

2018-19 First Interim Budget Actuals through October 31, 2018)		Year To Date					Annual Budget				
MSA 3		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted (July 1) Budget	Proposed First Interim Budget	Adopted Budget vs. Proposed 1st Interim	First Interim Remaining	Actuals as % of First Interim
Services & Other Operating Expenses											
5101	CMO Fees	82,592	82,592	82,592	82,592	330,368	991,104	991,104	-	660,736	33%
5205	Conference Fees	-	-	-	-	-	-	-	-	-	-
5210	MilesParkTolls	-	-	30	-	30	2,244	2,244	-	2,214	1%
5215	TravConferences	-	-	-	-	-	-	-	-	-	-
5220	TraLodging	-	-	-	-	-	515	515	-	515	0%
5300	DuesMemberships	-	-	3,273	-	3,273	10,300	10,300	-	7,027	32%
5450	Other Insurance	5,553	1,851	1,851	1,851	11,106	27,808	27,808	-	16,702	40%
5500	OpsHousekeeping	-	-	112	-	112	5,150	5,150	-	5,038	2%
5510	Gas & Electric	1,102	-	(1,102)	-	-	-	-	-	-	-
5610	Rent & Leases	2,101	-	82,392	26,061	110,554	405,200	405,200	-	294,646	27%
5620	EquipmentLeases	2,237	1,413	1,045	2,793	7,488	16,068	16,068	-	8,580	47%
5630	Reps&MaintBldng	-	-	-	1,921	1,921	13,905	7,905	(6,000)	5,984	24%
5800	ProfessServices	-	10,000	5,535	11,268	26,802	167,268	111,605	(55,664)	84,802	24%
5810	Legal	1,919	-	2,408	66,500	70,827	35,000	98,972	63,972	28,145	72%
5811	Property Tax	-	-	-	-	-	-	-	-	-	-
5813	SchPrgAftSchool	-	-	22,647	22,647	45,294	113,234	113,234	-	67,940	40%
5814	SchPrgAcadComps	-	-	225	500	725	2,000	2,000	-	1,275	36%
5819	SchlProgs-Other	-	7,650	2,595	-	10,245	20,000	16,000	(4,000)	5,755	64%
5820	Audit & CPA	-	-	-	-	-	10,313	10,313	-	10,313	0%
5825	DMSBusinessSvcs	-	-	-	-	-	-	-	-	-	-
5835	Field Trips	2,885	-	986	1,767	5,638	20,000	16,028	(3,972)	10,391	35%
5836	FieldTrip Trans	-	-	-	-	-	-	-	-	-	-
5840	MarkngStdtRecrt	-	225	1,064	(520)	769	10,000	10,000	-	9,231	8%
5850	Oversight Fees	-	-	44,591	(44,591)	-	49,073	49,073	-	49,073	0%
5857	Payroll Fees	-	-	-	-	-	25,714	25,714	-	25,714	0%
5860	Service Fees	1,970	-	(1,959)	1,076	1,087	515	515	-	(572)	211%
5863	Prof Developmnt	-	-	2,200	610	2,810	15,000	30,666	15,666	27,856	9%
5864	Prof Dev-Other	-	-	3,500	(3,160)	340	30,000	30,000	-	29,660	1%
5869	SpEd Ctrct Inst	-	-	1,133	-	1,133	-	74,592	74,592	73,459	2%
5872	SpEd Fees	-	-	-	-	-	-	11,720	11,720	11,720	0%
5875	StaffRecruiting	-	-	-	-	-	309	309	-	309	0%
5884	Substitutes	-	-	12,787	5,716	18,503	77,000	77,000	-	58,497	24%
5890	OthSvcsNon-Inst	-	-	1,970	972	2,942	15,450	15,450	-	12,508	19%
5900	Communications	-	1,075	-	-	1,075	9,962	9,962	-	8,887	11%
5920	TelecomInternet	944	2,042	4,584	2,151	9,721	49,991	49,991	-	40,270	19%
5930	PostageDelivery	-	-	543	-	543	6,896	6,896	-	6,353	8%
5940	Technology	-	-	-	-	-	-	-	-	-	-
	SUBTOTAL - Services & Operations	**101,302**	**106,848**	**275,002**	**180,154**	**663,305**	**2,130,019**	**2,226,333**	**96,313**	**1,563,027**	**30%**

2018-19 First Interim Budget Actuals through October 31, 2018)		Year To Date					Annual Budget				
MSA 3		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted (July 1) Budget	Proposed First Interim Budget	Adopted Budget vs. Proposed 1st Interim	First Interim Remaining	Actuals as % of First Interim
Capital Outlay & Depreciation											
6100	Site Imp (Pre-Capitalization)	-	-	-	-	-	-	-	-	-	-
6400	EquipFixed	-	-	-	11,829	11,829	-	20,000	20,000	8,171	59%
6900	Depreciation	-	-	-	21,268	21,268	63,804	63,804	-	42,536	33%
	SUBTOTAL - Cap Outlay & Depreciation	**-**	**-**	**-**	**33,098**	**33,098**	**63,804**	**83,804**	**20,000**	**50,707**	**39%**
Other Outflows											
7299	Encroachment	-	-	-	-	-	11,720	-	(11,720)	-	-
7438	InterestExpense	-	-	-	-	-	-	-	-	-	-
	SUBTOTAL - Other Outflows	**-**	**-**	**-**	**-**	**-**	**11,720**	**-**	**(11,720)**	**-**	**-**
TOTAL EXPENSES		**287,585**	**414,655**	**568,798**	**570,033**	**1,841,071**	**5,992,096**	**6,427,191**	**435,095**	**4,586,119**	**29%**

Monthly Cash Flow (Actuals + Projections)

MSA-3	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	TOTAL
	ACTUALS	ACTUALS	ACTUALS	ACTUALS	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	
BEGINNING CASH	**740,137**	**685,675**	**618,049**	**414,669**	**473,249**	**386,084**	**297,788**	**405,141**	**317,842**	**402,440**	**521,486**	**551,381**	**597,653**	
Revenue														
LCFF Entitlement	63,914	279,907	237,298	530,517	357,925	357,925	506,500	357,925	500,269	555,925	423,592	423,592	663,746	**5,259,037**
Federal Revenue	-	-	-	1,036	47,565	13,720	14,209	59,804	18,723	42,784	115,729	79,277	84,836	**477,682**
Other State Revenues	10,948	-	80,655	19,707	290,923	47,238	123,006	25,028	97,160	55,759	27,450	80,461	(170,686)	**687,648**
Other Local Revenues	500	1,072	1,490	1,201	10,013	6,851	3,888	10,195	8,696	4,829	3,375	3,193	3,565	**58,869**
Total Revenue	**75,362**	**280,979**	**319,443**	**552,462**	**706,426**	**425,734**	**647,604**	**452,952**	**624,848**	**659,297**	**570,146**	**586,522**	**581,461**	**6,483,236**
Expenses														
Certificated Salaries	102,550	171,817	163,609	167,236	184,867	184,867	184,867	184,867	184,867	184,867	184,867	184,867	46,217	**2,130,364**
Classified Salaries	50,923	49,722	54,572	63,889	47,553	47,553	47,553	47,553	47,553	47,553	47,553	47,553	9,511	**609,042**
Benefits	29,878	85,914	46,486	100,737	81,940	81,940	81,940	81,940	81,940	81,940	81,940	81,940	40,970	**959,508**
Books and Supplies	2,932	355	29,129	24,920	43,363	43,363	43,363	43,363	43,363	43,363	43,363	43,363	13,899	**418,140**
Services and Operations	101,302	106,848	275,002	180,154	186,304	186,304	186,304	186,304	186,304	186,304	186,304	186,304	72,598	**2,226,333**
Depreciation / Cap Outlay	-	-	-	33,098	6,338	6,338	6,338	6,338	6,338	6,338	6,338	6,338	-	**83,804**
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Total Expenses	**287,585**	**414,655**	**568,798**	**570,033**	**550,366**	**550,366**	**550,366**	**550,366**	**550,366**	**550,366**	**550,366**	**550,366**	**183,194**	**6,427,191**
Other Transactions Affecting Cash														
Revenues - Prior Year Accruals	259,541	92,029	21,780	41,178	(253,340)	26,220	-	-	-	-	-	-		**187,408**
Accounts Receivable - Current Year			-	-	-	-	-	-	-	-	-	-		**-**
Other Assets			-	-	-	-	-	-	-	-	-	-		**-**
Fixed Assets			-	21,715	5,317	5,317	5,317	5,317	5,317	5,317	5,317	5,317		**64,251**
Due To (From)			-	-	-	-	-	-	-	-	-	-		**-**
Expenses - Prior Year Accruals	(106,577)	(30,777)			-	-	-	-	-	-	-	-		**(137,354)**
Accounts Payable - Current Year			19,396	8,461	-	-	-	-	-	-	-	-		**27,857**
Summer Holdback for Teachers	4,798	4,798	4,798	4,798	4,798	4,798	4,798	4,798	4,798	4,798	4,798	4,798		**57,576**
Loans Payable (Current)			-	-	-	-	-	-	-	-	-	-		**-**
Loans Payable (Long Term)			-	-	-	-	-	-	-	-	-	-		**-**
Total Other Transactions	**157,762**	**66,050**	**45,974**	**76,152**	**(243,225)**	**36,335**	**10,115**	**10,115**	**10,115**	**10,115**	**10,115**	**10,115**		**199,738**
Total Change in Cash	**(54,462)**	**(67,626)**	**(203,380)**	**58,580**	**(87,165)**	**(88,297)**	**107,353**	**(87,299)**	**84,597**	**119,046**	**29,896**	**46,272**		**255,783**
ENDING CASH	**685,675**	**618,049**	**414,669**	**473,249**	**386,084**	**297,788**	**405,141**	**317,842**	**402,440**	**521,486**	**551,381**	**597,653**		



MSA-4 Executive Summary

SUMMARY OF RESULTS

This latest First Interim Budget update projects a budget deficit of ($306,068).

This is an decrease of ($226,330) from the original July 1 Budget projected deficit of ($79,738).

This will allow MSA-4 to end this fiscal year with a balance of $1,187,382, which is 45.4% of annual expenditures.

CASH FLOW

Operating cash flow is projected to remain positive throughout this fiscal year, as shown in the attached monthly cash flow schedule.

The lowest projected ending cash balance this fiscal year is $950,462, which represents 133 days of operating costs on average.

This cash flow takes into account all intercompany loans made to date, but does not assume additional loans until approved by the Board.

SIGNIFICANT CHANGES IN REVENUE (Total change from July Budget = increase of $25,843, or 1.1% of July Budget revenues)

LCFF Entitlement: These "Local Control Funding Formula" revenues are the primary funding source for the school.

LCFF Entitlement projected revenues are ($45,798) lower than in the July Budget, due to average daily attendance (ADA) decreasing by 5.

Federal Revenues: This consists of Title I-IV "Every Student Succeeds Act" (ESSA) funding, federal special education, and federal food programs.

Federal Revenues are projected at $10,744 higher than in the July Budget, due primarily to updated ESSA funding levels.

Other State Revenues: These are the non-LCFF state revenues such as Lottery, Facility Grant, and one-time block grants.

Other State Revenues are projected at ($2,003) lower than in the July Budget, primarily due to a reduction in one-time funding from July estimates.

Other Local Revenues: These are the non-LCFF state revenues such as Lottery, Facility Grant, and one-time block grants.

Other Local Revenues are projected at $62,900 higher than in the July Budget, reflecting updated projections of fundraising and other local revenue.

SIGNIFICANT CHANGES IN EXPENSES (Total change from July Budget = increase of $252,173, or 10.7% of July Budget expenses)

Salaries and Benefits: This includes all employee pay, plus benefits such as retirement, healthcare, Medicare, Social Security, etc.

Salaries and Benefits costs are $227,007 higher than in the July Budget, reflecting budget adjustments to address changes in enrollment and other factors.

Books & Supplies: This category includes textbooks, computers, supplies, and other instructional and non-instructional materials and equipment.

Books & Supplies costs are projected at $23,801 higher than in the July Budget, due to targeted budget adjustments (see detail).

Services & Operating Expenses: These include all contracted services as well as travel, insurance, rent, legal costs, and other service-related expenses.

Services & Operating costs are projected to be $27,730 higher than in the July Budget, due to targeted budget adjustments (see detail).

Depreciation, Capital Outlay, and Other Outgo: This category includes depreciation on fixed assets, interest, and SELPA encroachment.

These costs are projected at ($26,365) lower than in the July Budget, reflecting updated depreciation and encroachment projections.

DMS
DELTA MANAGED SOLUTIONS

2018-19 First Interim Budget Actuals through October 31, 2018)	Year To Date					Annual Budget				
MSA 4	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted (July 1) Budget	Proposed First Interim Budget	Adopted Budget vs. Proposed 1st Interim	First Interim Remaining	Actuals as % of First Interim
SUMMARY										
Revenue										
LCFF Entitlement	24,302	108,269	92,068	139,300	363,940	1,920,178	1,874,380	(45,798)	1,510,440	19%
Federal Revenue	25,153	(19,158)	2,664	2,664	11,324	155,404	166,148	10,744	154,824	7%
Other State Revenues	5,928	11,855	7,903	87,163	112,850	197,847	195,844	(2,003)	82,994	58%
Other Local Revenues	7,700	375	-	1,022	9,097	7,396	70,296	62,900	61,199	13%
Total Revenue	**63,082**	**101,342**	**102,636**	**230,150**	**497,210**	**2,280,825**	**2,306,668**	**25,843**	**1,809,458**	**22%**
Expenses										
Certificated Salaries	31,346	74,448	79,878	79,104	264,776	949,845	1,023,997	74,152	759,221	26%
Classified Salaries	3,331	9,549	14,696	14,806	42,382	69,781	177,338	107,557	134,957	24%
Benefits	6,976	32,437	21,668	32,686	93,767	354,746	400,044	45,298	306,277	23%
Books and Supplies	1,469	5,148	24,002	6,426	37,046	143,475	167,276	23,801	130,230	22%
Services and Operating Exp.	11,950	21,134	62,299	18,672	114,054	797,040	824,770	27,730	710,716	14%
Depreciation & Cap Outlay	-	-	-	6,437	6,437	19,312	19,312	-	12,874	33%
Other Outflows	-	1,585	1,057	2,114	4,756	26,365	-	(26,365)	(4,756)	-
Total Expenses	**55,071**	**144,301**	**203,600**	**160,245**	**563,217**	**2,360,563**	**2,612,736**	**252,173**	**2,049,519**	**22%**
Operating Income					**(66,007)**	**(79,738)**	**(306,068)**	**(226,330)**	**(240,061)**	
Fund Balance										
Beginning Balance (Unaudited)						1,493,450	1,493,450			
Operating Income						(79,738)	(306,068)			
Ending Fund Balance						**1,413,712**	**1,187,382**			

DMS
DELTA MANAGED SOLUTIONS

2018-19 First Interim Budget Actuals through October 31, 2018)		Year To Date					Annual Budget				
MSA 4		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted (July 1) Budget	Proposed First Interim Budget	Adopted Budget vs. Proposed 1st Interim	First Interim Remaining	Actuals as % of First Interim
REVENUE DETAIL											
LCFF Entitlement											
8011	State Aid	-	59,666	59,666	106,898	226,230	1,317,941	1,222,758	(95,183)	996,528	19%
8012	EPA Entitlement	-	-	-	-	-	223,524	249,634	26,110	249,634	0%
8019	Prior Year Adjustments	-	-	-	-	-	-	-	-	- -	
8096	InLieuPropTaxes	24,302	48,603	32,402	32,402	137,710	378,713	401,988	23,275	264,278	34%
	SUBTOTAL - LCFF Entitlement	**24,302**	**108,269**	**92,068**	**139,300**	**363,940**	**1,920,178**	**1,874,380**	**(45,798)**	**1,510,440**	**19%**
Federal Revenue											
8181	SpEd - Revenue	1,998	3,997	2,664	2,664	11,324	33,606	33,606	-	22,282	34%
8220	SchLunchFederal	23,154	(23,154)	-	-	-	35,688	35,688	-	35,688	0%
8290	All Other Federal Revenue	-	-	-	-	-	86,110	96,854	10,744	96,854	0%
	SUBTOTAL - Federal Revenue	**25,153**	**(19,158)**	**2,664**	**2,664**	**11,324**	**155,404**	**166,148**	**10,744**	**154,824**	**7%**
Other State Revenue											
8311	SpEd Revenue	5,928	11,855	7,903	7,903	33,590	98,217	105,102	6,885	71,512	32%
8520	SchoolNutrState	-	-	-	-	-	2,481	2,481	-	2,481	0%
8550	MandCstReimburs	-	-	-	-	-	63,847	37,175	(26,672)	37,175	0%
8560	StateLotteryRev	-	-	-	68,334	68,334	33,302	33,302	-	(35,032)	205%
8590	AllOthStateRev	-	-	-	10,926	10,926	-	17,784	17,784	6,858	61%
	SUBTOTAL - Other State Revenue	**5,928**	**11,855**	**7,903**	**87,163**	**112,850**	**197,847**	**195,844**	**(2,003)**	**82,994**	**58%**
Local Revenue											
8634	StudentLunchFee	-	-	-	-	-	1,487	1,487	-	1,487	0%
8650	Leases &Rentals	-	-	-	-	-	-	-	-	-	-
8660	Interest	-	-	-	-	-	-	-	-	-	-
8698	OthRev-Suspense	-	(0)	-	-	(0)	-	-	-	0	-
8699	Other Revenue	7,700	-	-	1,397	9,097	5,909	23,809	17,900	14,712	38%
8791	SpEd Revenue (Local)	-	-	-	-	-	-	45,000	45,000	45,000	0%
8999	Revenues-Susp	-	375	-	(375)	-	-	-	-	-	-
	SUBTOTAL - Local Revenue	**7,700**	**375**	**-**	**1,022**	**9,097**	**7,396**	**70,296**	**62,900**	**61,199**	**13%**
TOTAL REVENUE		**63,082**	**101,342**	**102,636**	**230,150**	**497,210**	**2,280,825**	**2,306,668**	**25,843**	**1,809,458**	**22%**

2018-19 First Interim Budget Actuals through October 31, 2018)		Year To Date					Annual Budget				
MSA 4		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted (July 1) Budget	Proposed First Interim Budget	Adopted Budget vs. Proposed 1st Interim	First Interim Remaining	Actuals as % of First Interim
EXPENSES DETAIL											
Certificated Salaries											
1100	TeacherSalaries	16,075	56,867	65,452	64,678	203,072	776,333	850,485	74,152	647,413	24%
1300	Cert Adminis	15,271	17,581	14,426	14,426	61,704	173,512	173,512	-	111,808	36%
	SUBTOTAL - Certificated Salaries	**31,346**	**74,448**	**79,878**	**79,104**	**264,776**	**949,845**	**1,023,997**	**74,152**	**759,221**	**26%**
Classified Salaries											
2400	Clerical & Tech	3,331	5,177	5,887	6,012	20,407	41,998	59,259	17,261	38,853	34%
2900	OtherClassStaff	-	4,372	8,809	8,794	21,975	27,783	118,079	90,296	96,104	19%
	SUBTOTAL - Classified Salaries	**3,331**	**9,549**	**14,696**	**14,806**	**42,382**	**69,781**	**177,338**	**107,557**	**134,957**	**24%**
Employee Benefits											
3101	STRS	3,044	11,485	12,844	12,874	40,247	147,744	164,542	16,798	124,295	24%
3202	PERS	575	958	1,207	1,239	3,979	12,604	12,604	-	8,625	32%
3301	OASDI/Med	802	2,071	2,501	2,477	7,851	21,735	22,235	500	14,384	35%
3401	HlthWelfare	-	16,961	4,264	15,140	36,365	160,358	188,358	28,000	151,993	19%
3501	UnemployIns	-	110	-	104	214	615	615	-	401	35%
3601	WorkersCmp	2,555	852	852	852	5,111	11,481	11,481	-	6,370	45%
3901	OthBenes	-	-	-	-	-	209	209	-	209	0%
	SUBTOTAL - Employee Benefits	**6,976**	**32,437**	**21,668**	**32,686**	**93,767**	**354,746**	**400,044**	**45,298**	**306,277**	**23%**
Books & Supplies											
4100	Text&CoreCurric	-	-	5,445	-	5,445	17,118	17,118	-	11,673	32%
4200	BooksOthRefMats	-	-	-	-	-	-	-	-	-	-
4310	Ins Mats & Sups	-	-	-	-	-	25,000	46,015	21,015	46,015	0%
4315	OthrSupplies	-	-	-	-	-	-	-	-	-	-
4320	Office Supplies	-	201	578	1,072	1,851	11,000	11,000	-	9,149	17%
4325	ProfDevMat&Sups	-	-	-	-	-	-	-	-	-	-
4326	Arts&MusicSupps	-	-	-	-	-	-	-	-	-	-
4335	PE Supplies	-	-	-	-	-	1,000	1,000	-	1,000	0%
4340	Educat Software	-	375	6,281	2,411	9,067	33,228	30,396	(2,832)	21,329	30%
4345	NonInstStdntSup	-	-	40	-	40	5,000	5,000	-	4,960	1%
4460	Fixed Asset Suspense	-	-	-	-	-	-	-	-	-	-
4710	Food	-	-	-	-	-	49,129	49,129	-	49,129	0%
4720	Food:Other Food	-	-	-	-	-	2,000	2,000	-	2,000	0%
4990	Prior Year Exp	-	-	-	-	-	-	-	-	-	-
4999	Misc Exp-Suspense	1,469	4,572	9,954	2,944	18,939	-	-	-	(18,939)	-
	SUBTOTAL - Books and Supplies	**1,469**	**5,148**	**24,002**	**6,426**	**37,046**	**143,475**	**167,276**	**23,801**	**130,230**	**22%**

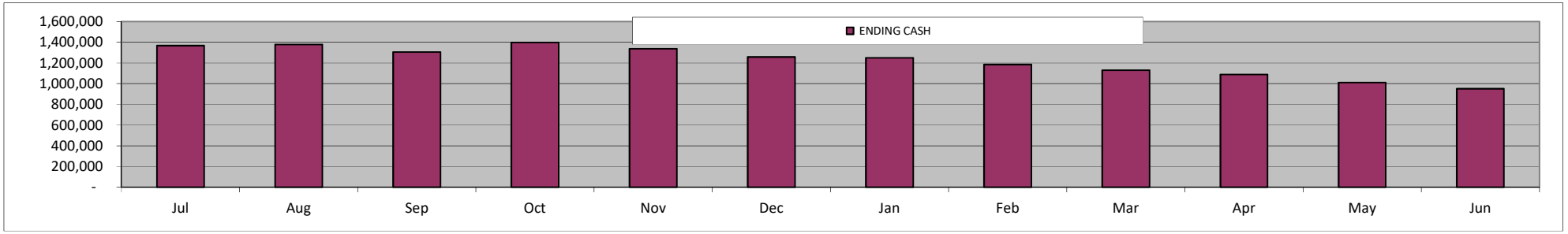
2018-19 First Interim Budget Actuals through October 31, 2018)		Year To Date					Annual Budget				
MSA 4		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted (July 1) Budget	Proposed First Interim Budget	Adopted Budget vs. Proposed 1st Interim	First Interim Remaining	Actuals as % of First Interim
Services & Other Operating Expenses											
5101	CMO Fees	6,471	6,471	6,471	6,471	25,886	77,657	77,657	-	51,771	33%
5205	Conference Fees	-	-	-	-	-	2,000	2,000	-	2,000	0%
5210	MilesParkTolls	-	-	-	-	-	-	-	-	-	-
5215	TravConferences	-	-	-	-	-	2,000	14,500	12,500	14,500	0%
5220	TraLodging	-	-	-	-	-	-	11,715	11,715	11,715	0%
5300	DuesMemberships	-	-	1,020	-	1,020	4,567	4,567	-	3,547	22%
5450	Other Insurance	2,133	711	711	711	4,266	11,273	11,273	-	7,007	38%
5500	OpsHousekeeping	-	-	-	-	-	656	656	-	656	0%
5510	Gas & Electric	-	-	-	-	-	-	-	-	-	-
5610	Rent & Leases	-	-	4,155	-	4,155	172,340	187,740	15,400	183,585	2%
5620	EquipmentLeases	377	377	4,665	840	6,259	22,134	22,134	-	15,874	28%
5630	Reps&MaintBldng	-	-	-	-	-	7,000	7,000	-	7,000	0%
5800	ProfessServices	-	-	9,380	484	9,864	186,833	91,913	(94,920)	82,049	11%
5810	Legal	-	-	612	-	612	25,000	25,000	-	24,388	2%
5811	Property Tax	-	-	-	-	-	-	-	-	-	-
5813	SchPrgAftSchool	-	-	-	-	-	1,000	1,000	-	1,000	0%
5814	SchPrgAcadComps	-	-	-	450	450	5,000	5,000	-	4,550	9%
5819	SchlProgs-Other	-	-	-	-	-	1,000	1,000	-	1,000	0%
5820	Audit & CPA	-	-	-	-	-	10,850	10,850	-	10,850	0%
5825	DMSBusinessSvcs	-	-	-	-	-	-	-	-	-	-
5835	Field Trips	-	-	2,150	370	2,520	5,000	7,200	2,200	4,680	35%
5836	FieldTrip Trans	-	9,579	6,386	6,386	22,351	63,860	63,860	-	41,509	35%
5840	MarkngStdtRecrt	-	-	-	-	-	10,000	10,000	-	10,000	0%
5850	Oversight Fees	1,028	2,056	1,371	1,371	5,826	19,202	19,202	-	13,376	30%
5857	Payroll Fees	-	-	-	-	-	10,044	10,044	-	10,044	0%
5860	Service Fees	-	-	(22)	-	(22)	546	546	-	568	-4%
5863	Prof Developmnt	-	-	250	890	1,140	29,865	29,865	-	28,725	4%
5864	Prof Dev-Other	-	-	5,914	341	6,255	20,000	20,000	-	13,745	31%
5869	SpEd Ctrct Inst	-	-	1,569	-	1,569	-	54,470	54,470	52,902	3%
5872	SpEd Fees	1,585	1,585	1,057	-	4,227	-	26,365	26,365	22,137	16%
5875	StaffRecruiting	-	-	-	-	-	-	-	-	-	-
5884	Substitutes	-	-	16,253	-	16,253	34,705	34,705	-	18,452	47%
5890	OthSvcsNon-Inst	-	-	-	-	-	11,596	11,596	-	11,596	0%
5900	Communications	-	-	-	-	-	4,450	4,450	-	4,450	0%
5920	TelecomInternet	355	354	356	358	1,423	55,750	55,750	-	54,327	3%
5930	PostageDelivery	-	-	-	-	-	2,713	2,713	-	2,713	0%
5940	Technology	-	-	-	-	-	-	-	-	-	-
	SUBTOTAL - Services & Operations	**11,950**	**21,134**	**62,299**	**18,672**	**114,054**	**797,040**	**824,770**	**27,730**	**710,716**	**14%**

2018-19 First Interim Budget Actuals through October 31, 2018)		Year To Date					Annual Budget				
MSA 4		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted (July 1) Budget	Proposed First Interim Budget	Adopted Budget vs. Proposed 1st Interim	First Interim Remaining	Actuals as % of First Interim
Capital Outlay & Depreciation											
6100	Site Imp (Pre-Capitalization)	-	-	-	-	-	-	-	-	-	-
6400	EquipFixed	-	-	-	-	-	-	-	-	-	-
6900	Depreciation	-	-	-	6,437	6,437	19,312	19,312	-	12,874	33%
	SUBTOTAL - Cap Outlay & Depreciation	**-**	**-**	**-**	**6,437**	**6,437**	**19,312**	**19,312**	**-**	**12,874**	**33%**
Other Outflows											
7299	Encroachment	-	1,585	1,057	2,114	4,756	26,365	-	(26,365)	(4,756)	-
7438	InterestExpense	-	-	-	-	-	-	-	-	-	-
	SUBTOTAL - Other Outflows	**-**	**1,585**	**1,057**	**2,114**	**4,756**	**26,365**	**-**	**(26,365)**	**(4,756)**	**-**
TOTAL EXPENSES		**55,071**	**144,301**	**203,600**	**160,245**	**563,217**	**2,360,563**	**2,612,736**	**252,173**	**2,049,519**	**22%**

Monthly Cash Flow (Actuals + Projections)

MSA-4

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	
	ACTUALS	ACTUALS	ACTUALS	ACTUALS	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	TOTAL
BEGINNING CASH	**1,336,770**	**1,368,119**	**1,378,127**	**1,304,746**	**1,397,922**	**1,335,617**	**1,257,898**	**1,248,566**	**1,185,508**	**1,129,427**	**1,088,058**	**1,011,753**	**950,462**	
Revenue														
LCFF Entitlement	24,302	108,269	92,068	139,300	139,300	139,300	198,125	139,300	158,677	186,226	136,232	136,232	277,048	**1,874,380**
Federal Revenue	25,153	(19,158)	2,664	2,664	21,816	9,264	6,198	25,765	12,124	5,993	22,924	17,391	33,350	**166,148**
Other State Revenues	5,928	11,855	7,903	87,163	14,199	16,257	27,125	14,418	15,658	7,333	7,333	27,373	(46,702)	**195,844**
Other Local Revenues	7,700	375	-	1,022	889	149	1,910	149	149	1,770	(105)	403	55,887	**70,296**
Total Revenue	**63,082**	**101,342**	**102,636**	**230,150**	**176,205**	**164,970**	**233,358**	**179,632**	**186,608**	**201,321**	**166,384**	**181,398**	**319,583**	**2,306,668**
Expenses														
Certificated Salaries	31,346	74,448	79,878	79,104	92,027	92,027	92,027	92,027	92,027	92,027	92,027	92,027	23,007	**1,023,997**
Classified Salaries	3,331	9,549	14,696	14,806	16,458	16,458	16,458	16,458	16,458	16,458	16,458	16,458	3,292	**177,338**
Benefits	6,976	32,437	21,668	32,686	36,033	36,033	36,033	36,033	36,033	36,033	36,033	36,033	18,016	**400,044**
Books and Supplies	1,469	5,148	24,002	6,426	17,146	17,146	17,146	17,146	17,146	17,146	17,146	17,146	(6,937)	**167,276**
Services and Operations	11,950	21,134	62,299	18,672	82,212	82,212	82,212	82,212	82,212	82,212	82,212	82,212	53,019	**824,770**
Depreciation / Cap Outlay	-	-	-	6,437	1,609	1,609	1,609	1,609	1,609	1,609	1,609	1,609	-	**19,312**
Other Outflows	-	1,585	1,057	2,114	-	-	-	-	-	-	-	-	(4,756)	**-**
Total Expenses	**55,071**	**144,301**	**203,600**	**160,245**	**245,485**	**245,485**	**245,485**	**245,485**	**245,485**	**245,485**	**245,485**	**245,485**	**85,641**	**2,612,736**
Other Transactions Affecting Cash														
Revenues - Prior Year Accruals	73,015	65,278	-	14,184	4,180	-	-	-	-	-	-	-		**156,657**
Accounts Receivable - Current Year			-	-	-	-	-	-	-	-	-	-		**-**
Other Assets			-	-	-	-	-	-	-	-	-	-		**-**
Fixed Assets			-	6,437	609	609	609	609	609	609	609	609		**11,311**
Due To (From)			-	-	-	-	-	-	-	-	-	-		**-**
Expenses - Prior Year Accruals	(51,863)	(14,497)	-	-	-	-	-	-	-	-	-	-		**(66,360)**
Accounts Payable - Current Year			25,396	465	-	-	-	-	-	-	-	-		**25,861**
Summer Holdback for Teachers	2,186	2,186	2,186	2,186	2,186	2,186	2,186	2,186	2,186	2,186	2,186	2,186		**26,232**
Loans Payable (Current)			-	-	-	-	-	-	-	-	-	-		**-**
Loans Payable (Long Term)			-	-	-	-	-	-	-	-	-	-		**-**
Total Other Transactions	**23,338**	**52,967**	**27,582**	**23,272**	**6,975**	**2,795**	**2,795**	**2,795**	**2,795**	**2,795**	**2,795**	**2,795**		**153,702**
Total Change in Cash	**31,349**	**10,008**	**(73,382)**	**93,177**	**(62,305)**	**(77,720)**	**(9,332)**	**(63,058)**	**(56,081)**	**(41,368)**	**(76,306)**	**(61,291)**		**(152,366)**
ENDING CASH	**1,368,119**	**1,378,127**	**1,304,746**	**1,397,922**	**1,335,617**	**1,257,898**	**1,248,566**	**1,185,508**	**1,129,427**	**1,088,058**	**1,011,753**	**950,462**		



MSA-5 Executive Summary

SUMMARY OF RESULTS

This latest First Interim Budget update projects a budget surplus of $74,737.
This is an increase of $43,601 from the original July 1 Budget projected surplus of $31,136.
This will allow MSA-5 to end this fiscal year with a balance of $2,010,097, which is 71.6% of annual expenditures.

CASH FLOW

Operating cash flow is projected to remain positive throughout this fiscal year, as shown in the attached monthly cash flow schedule.
The lowest projected ending cash balance this fiscal year is $1,608,728, which represents 209 days of operating costs on average.
This cash flow takes into account all intercompany loans made to date, but does not assume additional loans until approved by the Board.

SIGNIFICANT CHANGES IN REVENUE (Total change from July Budget = increase of $31,504, or 1.1% of July Budget revenues)

LCFF Entitlement: These "Local Control Funding Formula" revenues are the primary funding source for the school.
LCFF Entitlement projected revenues are $48,500 higher than in the July Budget, due to average daily attendance (ADA) increasing by 6.

Federal Revenues: This consists of Title I-IV "Every Student Succeeds Act" (ESSA) funding, federal special education, and federal food programs.
Federal Revenues are projected at $6,512 higher than in the July Budget, due primarily to updated ESSA funding levels.

Other State Revenues: These are the non-LCFF state revenues such as Lottery, Facility Grant, and one-time block grants.
Other State Revenues are projected at ($23,508) lower than in the July Budget, primarily due to a reduction in one-time funding from July estimates.

Other Local Revenues: These are the non-LCFF state revenues such as Lottery, Facility Grant, and one-time block grants.
Other Local Revenues are projected at $0 lower than in the July Budget, reflecting updated projections of fundraising and other local revenue.

SIGNIFICANT CHANGES IN EXPENSES (Total change from July Budget = decrease of ($12,097), or -0.4% of July Budget expenses)

Salaries and Benefits: This includes all employee pay, plus benefits such as retirement, healthcare, Medicare, Social Security, etc.
Salaries and Benefits costs are $50,903 higher than in the July Budget, reflecting budget adjustments to address changes in enrollment and other factors.

Books & Supplies: This category includes textbooks, computers, supplies, and other instructional and non-instructional materials and equipment.
Books & Supplies costs are projected at $11,081 higher than in the July Budget, due to targeted budget adjustments (see detail).

Services & Operating Expenses: These include all contracted services as well as travel, insurance, rent, legal costs, and other service-related expenses.
Services & Operating costs are projected to be ($31,083) lower than in the July Budget, due to targeted budget adjustments (see detail).

Depreciation, Capital Outlay, and Other Outgo: This category includes depreciation on fixed assets, interest, and SELPA encroachment.
These costs are projected at ($42,998) lower than in the July Budget, reflecting updated depreciation and encroachment projections.

DMS
DELTA MANAGED SOLUTIONS

2018-19 First Interim Budget Actuals through October 31, 2018)	Year To Date					Annual Budget				
MSA 5	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted (July 1) Budget	Proposed First Interim Budget	Adopted Budget vs. Proposed 1st Interim	First Interim Remaining	Actuals as % of First Interim
SUMMARY										
Revenue										
LCFF Entitlement	28,614	123,047	141,604	233,731	526,997	2,431,167	2,479,667	48,500	1,952,670	21%
Federal Revenue	-	-	-	-	-	156,069	162,581	6,512	162,581	0%
Other State Revenues	6,191	-	-	6,206	12,397	263,878	240,370	(23,508)	227,973	5%
Other Local Revenues	2,458	(1,219)	0	28	1,267	1,000	1,000	-	(267)	127%
Total Revenue	**37,263**	**121,828**	**141,604**	**239,966**	**540,661**	**2,852,114**	**2,883,618**	**31,504**	**2,342,957**	**19%**
Expenses										
Certificated Salaries	43,901	92,783	99,488	98,991	335,162	1,171,673	1,149,695	(21,978)	814,533	29%
Classified Salaries	16,335	357	23,531	24,338	64,562	157,231	229,241	72,010	164,680	28%
Benefits	12,463	47,959	36,694	43,426	140,541	495,114	495,985	871	355,444	28%
Books and Supplies	-	3,644	35,184	3,316	42,144	238,640	249,721	11,081	207,577	17%
Services and Operating Exp.	14,397	10,376	24,415	80,125	129,313	697,742	666,659	(31,083)	537,346	19%
Depreciation & Cap Outlay	-	-	-	5,860	5,860	17,579	17,579	-	11,720	33%
Other Outflows	-	-	-	-	-	42,998	-	(42,998)	-	-
Total Expenses	**87,096**	**155,119**	**219,312**	**256,055**	**717,582**	**2,820,978**	**2,808,881**	**(12,097)**	**2,091,299**	**26%**
Operating Income					**(176,921)**	**31,136**	**74,737**	**43,601**	**251,658**	
Fund Balance										
Beginning Balance (Unaudited)						1,935,360	1,935,360			
Operating Income						31,136	74,737			
Ending Fund Balance						**1,966,496**	**2,010,097**			

DMS
DELTA MANAGED SOLUTIONS

2018-19 First Interim Budget Actuals through October 31, 2018)		Year To Date					Annual Budget				
MSA 5		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted (July 1) Budget	Proposed First Interim Budget	Adopted Budget vs. Proposed 1st Interim	First Interim Remaining	Actuals as % of First Interim
REVENUE DETAIL											
LCFF Entitlement											
8011	State Aid	-	65,819	103,452	118,475	287,746	1,648,493	1,585,991	(62,502)	1,298,245	18%
8012	EPA Entitlement	-	-	-	77,104	77,104	282,755	333,412	50,657	256,308	23%
8019	Prior Year Adjustments	-	-	-	-	-	-	-	-	- -	
8096	InLieuPropTaxes	28,614	57,228	38,152	38,152	162,147	499,919	560,264	60,345	398,117	29%
	SUBTOTAL - LCFF Entitlement	**28,614**	**123,047**	**141,604**	**233,731**	**526,997**	**2,431,167**	**2,479,667**	**48,500**	**1,952,670**	**21%**
Federal Revenue											
8181	SpEd - Revenue	-	-	-	-	-	26,250	26,250	-	26,250	0%
8220	SchLunchFederal	-	-	-	-	-	-	-	-	- -	
8290	All Other Federal Revenue	-	-	-	-	-	129,819	136,331	6,512	136,331	0%
	SUBTOTAL - Federal Revenue	**-**	**-**	**-**	**-**	**-**	**156,069**	**162,581**	**6,512**	**162,581**	**0%**
Other State Revenue											
8311	SpEd Revenue	-	-	-	-	-	118,285	118,285	-	118,285	0%
8520	SchoolNutrState	-	-	-	-	-	-	-	-	- -	
8550	MandCstReimburs	-	-	-	-	-	72,149	40,737	(31,412)	40,737	0%
8560	StateLotteryRev	-	-	-	-	-	43,960	43,960	-	43,960	0%
8590	AllOthStateRev	6,191	-	-	6,206	12,397	29,484	37,388	7,904	24,991	33%
	SUBTOTAL - Other State Revenue	**6,191**	**-**	**-**	**6,206**	**12,397**	**263,878**	**240,370**	**(23,508)**	**227,973**	**5%**
Local Revenue											
8634	StudentLunchFee	-	-	-	-	-	-	-	-	- -	
8650	Leases &Rentals	-	-	-	-	-	-	-	-	-	-
8660	Interest	-	-	-	-	-	-	-	-	-	-
8698	OthRev-Suspense	2,458	(2,351)	0	-	107	-	-	-	(107)	-
8699	Other Revenue	-	-	-	28	28	1,000	1,000	-	972	3%
8791	SpEd Revenue (Local)	-	1,131	-	-	1,131	-	-	-	(1,131)	-
8999	Revenues-Susp	-	-	-	-	-	-	-	-	-	-
	SUBTOTAL - Local Revenue	**2,458**	**(1,219)**	**0**	**28**	**1,267**	**1,000**	**1,000**	**-**	**(267)**	**127%**
TOTAL REVENUE		**37,263**	**121,828**	**141,604**	**239,966**	**540,661**	**2,852,114**	**2,883,618**	**31,504**	**2,342,957**	**19%**

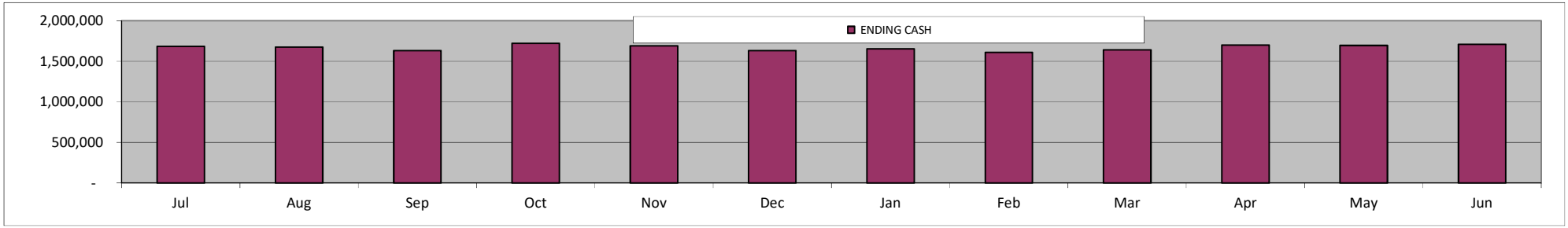
2018-19 First Interim Budget Actuals through October 31, 2018)		Year To Date					Annual Budget				
MSA 5		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted (July 1) Budget	Proposed First Interim Budget	Adopted Budget vs. Proposed 1st Interim	First Interim Remaining	Actuals as % of First Interim
EXPENSES DETAIL											
Certificated Salaries											
1100	TeacherSalaries	22,511	77,393	84,098	83,279	267,280	982,993	961,015	(21,978)	693,735	28%
1300	Cert Adminis	21,390	15,390	15,390	15,712	67,882	188,680	188,680	-	120,798	36%
	SUBTOTAL - Certificated Salaries	**43,901**	**92,783**	**99,488**	**98,991**	**335,162**	**1,171,673**	**1,149,695**	**(21,978)**	**814,533**	**29%**
Classified Salaries											
2400	Clerical & Tech	11,197	(10,286)	11,197	11,197	23,306	86,990	108,184	21,194	84,879	22%
2900	OtherClassStaff	5,138	10,644	12,334	13,141	41,256	70,241	121,057	50,816	79,801	34%
	SUBTOTAL - Classified Salaries	**16,335**	**357**	**23,531**	**24,338**	**64,562**	**157,231**	**229,241**	**72,010**	**164,680**	**28%**
Employee Benefits											
3101	STRS	4,234	15,081	16,172	16,116	51,603	180,567	180,967	400	129,365	29%
3202	PERS	2,864	3,519	3,676	3,698	13,757	28,226	28,226	-	14,469	49%
3301	OASDI/Med	1,885	3,110	3,240	3,295	11,530	32,895	33,366	471	21,836	35%
3401	HlthWelfare	1,013	25,283	12,783	19,346	58,425	237,664	237,664	-	179,239	25%
3501	UnemployIns	-	144	-	149	293	799	799	-	505	37%
3601	WorkersCmp	2,467	822	822	822	4,933	14,963	14,963	-	10,030	33%
3901	OthBenes	-	-	-	-	-	-	-	-	-	-
	SUBTOTAL - Employee Benefits	**12,463**	**47,959**	**36,694**	**43,426**	**140,541**	**495,114**	**495,985**	**871**	**355,444**	**28%**
Books & Supplies											
4100	Text&CoreCurric	-	-	26,545	-	26,545	20,000	30,000	10,000	3,455	88%
4200	BooksOthRefMats	-	-	-	-	-	5,000	5,000	-	5,000	0%
4310	Ins Mats & Sups	-	-	999	-	999	13,446	18,777	5,331	17,778	5%
4315	OthrSupplies	-	-	-	-	-	-	-	-	-	-
4320	Office Supplies	-	60	79	191	329	12,500	11,500	(1,000)	11,171	3%
4325	ProfDevMat&Sups	-	-	-	-	-	-	-	-	-	-
4340	Educat Software	-	750	4,540	-	5,290	43,865	43,813	(52)	38,523	12%
4345	NonInstStdntSup	-	-	2,801	-	2,801	2,000	2,802	802	1	100%
4350	Cust. Supplies	-	-	-	-	-	1,000	1,000	-	1,000	0%
4400	NonCapEquip-Gen	-	-	-	-	-	11,329	11,329	-	11,329	0%
4430	OffceFurnEqp<5k	-	-	-	-	-	5,000	5,000	-	5,000	0%
4440	Computers <$5k	-	-	-	-	-	5,000	5,000	-	5,000	0%
4460	Fixed Asset Suspense	-	-	-	-	-	-	-	-	-	-
4710	Food	-	-	-	-	-	115,000	105,000	(10,000)	105,000	0%
4720	Food:Other Food	-	-	-	-	-	2,000	2,000	-	2,000	0%
4990	Prior Year Exp	-	-	-	-	-	-	6,000	6,000	6,000	0%
4999	Misc Exp-Suspense	-	2,834	220	3,125	6,179	-	-	-	(6,179)	-
	SUBTOTAL - Books and Supplies	**-**	**3,644**	**35,184**	**3,316**	**42,144**	**238,640**	**249,721**	**11,081**	**207,577**	**17%**

2018-19 First Interim Budget Actuals through October 31, 2018)		Year To Date					Annual Budget				
MSA 5		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted (July 1) Budget	Proposed First Interim Budget	Adopted Budget vs. Proposed 1st Interim	First Interim Remaining	Actuals as % of First Interim
Services & Other Operating Expenses											
5101	CMO Fees	8,604	8,604	8,604	8,604	34,418	103,253	103,253	-	68,835	33%
5205	Conference Fees	678	-	-	-	678	2,000	2,000	-	1,322	34%
5210	MilesParkTolls	-	-	-	-	-	-	-	-	-	-
5215	TravConferences	-	-	-	-	-	1,000	1,000	-	1,000	0%
5220	TraLodging	-	-	-	-	-	-	-	-	-	-
5300	DuesMemberships	-	-	1,280	-	1,280	5,000	5,000	-	3,720	26%
5450	Other Insurance	1,607	536	536	536	3,215	11,836	11,836	-	8,621	27%
5500	OpsHousekeeping	-	-	-	-	-	515	515	-	515	0%
5510	Gas & Electric	-	-	-	-	-	-	-	-	-	-
5610	Rent & Leases	789	-	-	61,667	62,456	185,000	185,000	-	122,545	34%
5620	EquipmentLeases	398	366	323	299	1,387	18,432	18,432	-	17,045	8%
5630	Reps&MaintBldng	-	-	-	-	-	10,000	10,000	-	10,000	0%
5800	ProfessServices	-	-	2,126	708	2,833	121,071	12,728	(108,343)	9,895	22%
5810	Legal	-	-	-	-	-	5,000	5,000	-	5,000	0%
5811	Property Tax	-	-	-	-	-	-	-	-	-	-
5813	SchPrgAftSchool	-	-	5,897	5,897	11,794	29,484	29,484	-	17,690	40%
5814	SchPrgAcadComps	-	-	-	-	-	5,000	5,000	-	5,000	0%
5819	SchlProgs-Other	-	-	-	-	-	3,600	3,600	-	3,600	0%
5820	Audit & CPA	-	-	-	-	-	8,334	8,334	-	8,334	0%
5825	DMSBusinessSvcs	-	-	-	-	-	-	-	-	-	-
5835	Field Trips	-	-	446	-	446	10,000	10,000	-	9,554	4%
5836	FieldTrip Trans	-	-	-	-	-	-	-	-	-	-
5840	MarkngStdtRecrt	-	-	-	-	-	7,500	7,500	-	7,500	0%
5850	Oversight Fees	-	-	-	-	-	24,292	24,292	-	24,292	0%
5857	Payroll Fees	-	-	-	-	-	10,038	10,038	-	10,038	0%
5860	Service Fees	1,864	-	4	-	1,868	612	612	-	(1,256)	305%
5863	Prof Developmnt	-	-	-	127	127	10,000	10,000	-	9,873	1%
5864	Prof Dev-Other	-	-	1,377	191	1,568	20,085	20,085	-	18,517	8%
5869	SpEd Ctrct Inst	-	-	-	1,673	1,673	-	34,262	34,262	32,589	5%
5872	SpEd Fees	-	-	-	-	-	-	42,998	42,998	42,998	0%
5875	StaffRecruiting	-	-	-	-	-	-	-	-	-	-
5884	Substitutes	-	141	3,396	-	3,538	20,686	20,686	-	17,148	17%
5890	OthSvcsNon-Inst	-	-	-	-	-	24,720	24,720	-	24,720	0%
5900	Communications	-	-	-	-	-	4,323	4,323	-	4,323	0%
5920	TelecomInternet	457	426	425	423	1,732	53,079	53,079	-	51,347	3%
5930	PostageDelivery	-	302	-	-	302	2,882	2,882	-	2,581	10%
5940	Technology	-	-	-	-	-	-	-	-	-	-
	SUBTOTAL - Services & Operations	**14,397**	**10,376**	**24,415**	**80,125**	**129,313**	**697,742**	**666,659**	**(31,083)**	**537,346**	**19%**

2018-19 First Interim Budget Actuals through October 31, 2018)		Year To Date					Annual Budget				
MSA 5		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted (July 1) Budget	Proposed First Interim Budget	Adopted Budget vs. Proposed 1st Interim	First Interim Remaining	Actuals as % of First Interim
Capital Outlay & Depreciation											
6100	Site Imp (Pre-Capitalization)	-	-	-	-	-	-	-	-	-	-
6400	EquipFixed	-	-	-	-	-	-	-	-	-	-
6900	Depreciation	-	-	-	5,860	5,860	17,579	17,579	-	11,720	33%
	SUBTOTAL - Cap Outlay & Depreciation	**-**	**-**	**-**	**5,860**	**5,860**	**17,579**	**17,579**	**-**	**11,720**	**33%**
Other Outflows											
7299	Encroachment	-	-	-	-	-	42,998	-	(42,998)	-	-
7438	InterestExpense	-	-	-	-	-	-	-	-	-	-
	SUBTOTAL - Other Outflows	**-**	**-**	**-**	**-**	**-**	**42,998**	**-**	**(42,998)**	**-**	**-**
TOTAL EXPENSES		**87,096**	**155,119**	**219,312**	**256,055**	**717,582**	**2,820,978**	**2,808,881**	**(12,097)**	**2,091,299**	**26%**

Monthly Cash Flow (Actuals + Projections)

MSA-5	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	TOTAL
	ACTUALS	ACTUALS	ACTUALS	ACTUALS	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	
BEGINNING CASH	**1,731,955**	**1,683,567**	**1,674,062**	**1,633,348**	**1,720,819**	**1,691,642**	**1,632,483**	**1,652,245**	**1,608,728**	**1,641,164**	**1,699,892**	**1,695,809**	**1,709,096**	
Revenue														
LCFF Entitlement	28,614	123,047	141,604	233,731	156,627	156,627	223,002	156,627	246,705	285,104	205,787	205,787	316,403	**2,479,667**
Federal Revenue	-	-	-	-	27,283	7,339	8,276	25,456	9,122	634	23,979	16,637	43,855	**162,581**
Other State Revenues	6,191	-	-	6,206	13,399	20,037	31,647	17,564	19,772	16,153	8,782	33,558	67,062	**240,370**
Other Local Revenues	2,458	(1,219)	0	28	0	0	0	0	0	0	532	468	(1,267)	**1,000**
Total Revenue	**37,263**	**121,828**	**141,604**	**239,966**	**197,309**	**184,004**	**262,925**	**199,647**	**275,598**	**301,891**	**239,080**	**256,450**	**426,054**	2,883,618
Expenses														
Certificated Salaries	43,901	92,783	99,488	98,991	98,731	98,731	98,731	98,731	98,731	98,731	98,731	98,731	24,683	**1,149,695**
Classified Salaries	16,335	357	23,531	24,338	20,083	20,083	20,083	20,083	20,083	20,083	20,083	20,083	4,017	**229,241**
Benefits	12,463	47,959	36,694	43,426	41,817	41,817	41,817	41,817	41,817	41,817	41,817	41,817	20,908	**495,985**
Books and Supplies	-	3,644	35,184	3,316	24,570	24,570	24,570	24,570	24,570	24,570	24,570	24,570	11,020	**249,721**
Services and Operations	14,397	10,376	24,415	80,125	62,456	62,456	62,456	62,456	62,456	62,456	62,456	62,456	37,696	**666,659**
Depreciation / Cap Outlay	-	-	-	5,860	1,465	1,465	1,465	1,465	1,465	1,465	1,465	1,465	-	**17,579**
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Total Expenses	**87,096**	**155,119**	**219,312**	**256,055**	**249,122**	**249,122**	**249,122**	**249,122**	**249,122**	**249,122**	**249,122**	**249,122**	**98,324**	2,808,881
Other Transactions Affecting Cash														
Revenues - Prior Year Accruals	74,941	40,102	-	25,903	16,677	-	-	-	-	-	-	-		**157,623**
Accounts Receivable - Current Year			-	-	-	-	-	-	-	-	-	-		**-**
Other Assets			-	-	-	-	-	-	-	-	-	-		**-**
Fixed Assets			-	5,860	1,465	1,465	1,465	1,465	1,465	1,465	1,465	1,465		**17,579**
Due To (From)			-	-	-	-	-	-	-	-	-	-		**-**
Expenses - Prior Year Accruals	(77,989)	(20,810)	-	-	-	-	-	-	-	-	-	-		**(98,800)**
Accounts Payable - Current Year			32,499	67,304	-	-	-	-	-	-	-	-		**99,803**
Summer Holdback for Teachers	4,494	4,494	4,494	4,494	4,494	4,494	4,494	4,494	4,494	4,494	4,494	4,494		**53,928**
Loans Payable (Current)			-	-	-	-	-	-	-	-	-	-		**-**
Loans Payable (Long Term)			-	-	-	-	-	-	-	-	-	-		**-**
Total Other Transactions	**1,446**	**23,786**	**36,993**	**103,561**	**22,636**	**5,959**	**5,959**	**5,959**	**5,959**	**5,959**	**5,959**	**5,959**		230,134
Total Change in Cash	**(48,388)**	**(9,505)**	**(40,714)**	**87,471**	**(29,177)**	**(59,159)**	**19,762**	**(43,516)**	**32,435**	**58,728**	**(4,083)**	**13,287**		**304,871**
ENDING CASH	**1,683,567**	**1,674,062**	**1,633,348**	**1,720,819**	**1,691,642**	**1,632,483**	**1,652,245**	**1,608,728**	**1,641,164**	**1,699,892**	**1,695,809**	**1,709,096**		



MSA-6 Executive Summary

SUMMARY OF RESULTS

This latest First Interim Budget update projects a budget surplus of $141,222.
This is an increase of $83,431 from the original July 1 Budget projected surplus of $57,791.
This will allow MSA-6 to end this fiscal year with a balance of $1,745,123, which is 93.1% of annual expenditures.

CASH FLOW

Operating cash flow is projected to remain positive throughout this fiscal year, as shown in the attached monthly cash flow schedule.
The lowest projected ending cash balance this fiscal year is $1,396,392, which represents 272 days of operating costs on average.
This cash flow takes into account all intercompany loans made to date, but does not assume additional loans until approved by the Board.

SIGNIFICANT CHANGES IN REVENUE (Total change from July Budget = increase of $119,670, or 6.3% of July Budget revenues)

LCFF Entitlement: These "Local Control Funding Formula" revenues are the primary funding source for the school.
LCFF Entitlement projected revenues are $45,650 higher than in the July Budget, due to average daily attendance (ADA) increasing by 4.

Federal Revenues: This consists of Title I-IV "Every Student Succeeds Act" (ESSA) funding, federal special education, and federal food programs.
Federal Revenues are projected at $8,549 higher than in the July Budget, due primarily to updated ESSA funding levels.

Other State Revenues: These are the non-LCFF state revenues such as Lottery, Facility Grant, and one-time block grants.
Other State Revenues are projected at $65,471 higher than in the July Budget, primarily due to a reduction in one-time funding from July estimates.

Other Local Revenues: These are the non-LCFF state revenues such as Lottery, Facility Grant, and one-time block grants.
Other Local Revenues are projected at $0 lower than in the July Budget, reflecting updated projections of fundraising and other local revenue.

SIGNIFICANT CHANGES IN EXPENSES (Total change from July Budget = increase of $36,239, or 2.0% of July Budget expenses)

Salaries and Benefits: This includes all employee pay, plus benefits such as retirement, healthcare, Medicare, Social Security, etc.
Salaries and Benefits costs are ($2,918) lower than in the July Budget, reflecting budget adjustments to address changes in enrollment and other factors.

Books & Supplies: This category includes textbooks, computers, supplies, and other instructional and non-instructional materials and equipment.
Books & Supplies costs are projected at $14,175 higher than in the July Budget, due to targeted budget adjustments (see detail).

Services & Operating Expenses: These include all contracted services as well as travel, insurance, rent, legal costs, and other service-related expenses.
Services & Operating costs are projected to be $47,672 higher than in the July Budget, due to targeted budget adjustments (see detail).

Depreciation, Capital Outlay, and Other Outgo: This category includes depreciation on fixed assets, interest, and SELPA encroachment.
These costs are projected at ($22,690) lower than in the July Budget, reflecting updated depreciation and encroachment projections.

DMS
DELTA MANAGED SOLUTIONS

2018-19 First Interim Budget Actuals through October 31, 2018)	Year To Date					Annual Budget				
MSA 6	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted (July 1) Budget	Proposed First Interim Budget	Adopted Budget vs. Proposed 1st Interim	First Interim Remaining	Actuals as % of First Interim
SUMMARY										
Revenue										
LCFF Entitlement	22,456	92,814	77,843	116,164	309,277	1,464,746	1,510,396	45,650	1,201,119	20%
Federal Revenue	1,847	3,693	2,462	2,462	10,464	166,466	175,015	8,549	164,551	6%
Other State Revenues	5,477	10,955	-	65,004	81,436	249,668	315,139	65,471	233,703	26%
Other Local Revenues	-	-	-	0	0	15,000	15,000	-	15,000	0%
Total Revenue	**29,780**	**107,462**	**80,305**	**183,631**	**401,178**	**1,895,880**	**2,015,550**	**119,670**	**1,614,373**	**20%**
Expenses										
Certificated Salaries	37,902	59,182	63,807	60,015	220,906	723,179	708,967	(14,212)	488,061	31%
Classified Salaries	3,601	8,533	9,361	9,485	30,980	111,000	122,294	11,294	91,315	25%
Benefits	5,601	25,830	15,462	31,292	78,185	341,933	341,933	-	263,748	23%
Books and Supplies	1,520	7,166	18,437	4,667	31,790	149,590	163,765	14,175	131,975	19%
Services and Operating Exp.	8,918	37,457	19,254	28,732	94,361	473,140	520,812	47,672	426,451	18%
Depreciation & Cap Outlay	-	-	-	5,519	5,519	16,557	16,557	-	11,038	33%
Other Outflows	-	1,465	(8,042)	1,953	(4,625)	22,690	-	(22,690)	4,625	-
Total Expenses	**57,542**	**139,634**	**118,278**	**141,663**	**457,116**	**1,838,089**	**1,874,328**	**36,239**	**1,417,212**	**24%**
Operating Income					**(55,939)**	**57,791**	**141,222**	**83,431**	**197,161**	
Fund Balance										
Beginning Balance (Unaudited)						1,603,901	1,603,901			
Operating Income						57,791	141,222			
Ending Fund Balance						**1,661,692**	**1,745,123**			

DMS
DELTA MANAGED SOLUTIONS

2018-19 First Interim Budget Actuals through October 31, 2018)		Year To Date					Annual Budget				
MSA 6		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted (July 1) Budget	Proposed First Interim Budget	Adopted Budget vs. Proposed 1st Interim	First Interim Remaining	Actuals as % of First Interim
REVENUE DETAIL											
LCFF Entitlement											
8011	State Aid	-	47,902	47,902	86,223	182,027	963,048	937,018	(26,030)	754,991	19%
8012	EPA Entitlement	-	-	-	-	-	175,782	207,581	31,799	207,581	0%
8019	Prior Year Adjustments	-	-	-	-	-	-	-	-	- -	
8096	InLieuPropTaxes	22,456	44,912	29,941	29,941	127,250	325,916	365,797	39,881	238,547	35%
	SUBTOTAL - LCFF Entitlement	**22,456**	**92,814**	**77,843**	**116,164**	**309,277**	**1,464,746**	**1,510,396**	**45,650**	**1,201,119**	**20%**
Federal Revenue											
8181	SpEd - Revenue	1,847	3,693	2,462	2,462	10,464	28,921	28,921	-	18,457	36%
8220	SchLunchFederal	-	-	-	-	-	50,307	50,307	-	50,307	0%
8290	All Other Federal Revenue	-	-	-	-	-	87,238	95,787	8,549	95,787	0%
	SUBTOTAL - Federal Revenue	**1,847**	**3,693**	**2,462**	**2,462**	**10,464**	**166,466**	**175,015**	**8,549**	**164,551**	**6%**
Other State Revenue											
8311	SpEd Revenue	5,477	10,955	-	7,303	23,735	84,525	91,190	6,665	67,455	26%
8520	SchoolNutrState	-	-	-	-	-	3,800	3,800	-	3,800	0%
8550	MandCstReimburs	-	-	-	-	-	55,735	31,083	(24,652)	31,083	0%
8560	StateLotteryRev	-	-	-	-	-	28,658	28,658	-	28,658	0%
8590	AllOthStateRev	-	-	-	57,701	57,701	76,950	160,409	83,459	102,708	36%
	SUBTOTAL - Other State Revenue	**5,477**	**10,955**	**-**	**65,004**	**81,436**	**249,668**	**315,139**	**65,471**	**233,703**	**26%**
Local Revenue											
8634	StudentLunchFee	-	-	-	-	-	-	-	-	- -	
8650	Leases &Rentals	-	-	-	-	-	-	-	-	-	-
8660	Interest	-	-	-	-	-	-	-	-	-	-
8698	OthRev-Suspense	-	-	-	-	-	-	-	-	-	-
8699	Other Revenue	-	-	-	0	0	15,000	15,000	-	15,000	0%
8791	SpEd Revenue (Local)	-	-	-	-	-	-	-	-	-	-
8999	Revenues-Susp	-	-	-	0	0	-	-	-	(0)	-
	SUBTOTAL - Local Revenue	**-**	**-**	**-**	**0**	**0**	**15,000**	**15,000**	**-**	**15,000**	**0%**
TOTAL REVENUE		**29,780**	**107,462**	**80,305**	**183,631**	**401,178**	**1,895,880**	**2,015,550**	**119,670**	**1,614,373**	**20%**

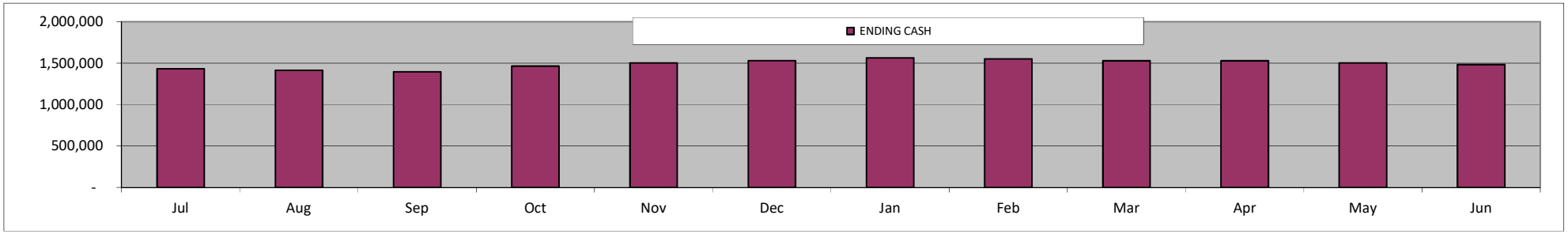
2018-19 First Interim Budget Actuals through October 31, 2018)		Year To Date					Annual Budget				
MSA 6		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted (July 1) Budget	Proposed First Interim Budget	Adopted Budget vs. Proposed 1st Interim	First Interim Remaining	Actuals as % of First Interim
EXPENSES DETAIL											
Certificated Salaries											
1100	TeacherSalaries	20,000	45,280	49,905	46,113	161,298	550,355	536,143	(14,212)	374,845	30%
1300	Cert Adminis	17,902	13,902	13,902	13,902	59,608	172,824	172,824	-	113,216	34%
	SUBTOTAL - Certificated Salaries	**37,902**	**59,182**	**63,807**	**60,015**	**220,906**	**723,179**	**708,967**	**(14,212)**	**488,061**	**31%**
Classified Salaries											
2400	Clerical & Tech	3,244	4,166	4,080	4,720	16,210	45,000	46,862	1,862	30,652	35%
2900	OtherClassStaff	356	4,367	5,281	4,766	14,770	66,000	75,432	9,432	60,662	20%
	SUBTOTAL - Classified Salaries	**3,601**	**8,533**	**9,361**	**9,485**	**30,980**	**111,000**	**122,294**	**11,294**	**91,315**	**25%**
Employee Benefits											
3101	STRS	1,926	9,635	9,737	9,770	31,068	110,560	110,560	-	79,492	28%
3202	PERS	650	1,505	1,635	1,524	5,314	20,049	20,049	-	14,735	27%
3301	OASDI/Med	823	1,507	1,638	1,593	5,560	21,709	21,709	-	16,149	26%
3401	HlthWelfare	-	12,349	1,718	17,579	31,647	173,809	173,809	-	142,162	18%
3501	UnemployIns	-	101	-	91	192	500	500	-	308	38%
3601	WorkersCmp	2,202	734	734	734	4,404	9,393	9,393	-	4,989	47%
3901	OthBenes	-	-	-	-	-	5,913	5,913	-	5,913	0%
	SUBTOTAL - Employee Benefits	**5,601**	**25,830**	**15,462**	**31,292**	**78,185**	**341,933**	**341,933**	**-**	**263,748**	**23%**
Books & Supplies											
4100	Text&CoreCurric	-	-	7,016	140	7,156	25,750	25,750	-	18,594	28%
4200	BooksOthRefMats	-	-	-	-	-	1,061	1,061	-	1,061	0%
4310	Ins Mats & Sups	-	-	840	-	840	7,185	17,985	10,800	17,145	5%
4320	Office Supplies	-	173	171	129	473	10,000	7,000	(3,000)	6,527	7%
4335	PE Supplies	-	-	-	-	-	1,500	1,500	-	1,500	0%
4340	Educat Software	-	375	-	3,969	4,344	21,916	22,291	375	17,947	19%
4345	NonInstStdntSup	-	-	-	-	-	2,652	2,652	-	2,652	0%
4346	TeacherSupplies	-	-	46	-	46	1,132	3,132	2,000	3,086	1%
4351	Yearbook	-	-	-	-	-	1,500	1,500	-	1,500	0%
4390	Uniforms	-	-	-	-	-	2,000	2,000	-	2,000	0%
4400	NonCapEquip-Gen	-	-	-	-	-	-	-	-	-	-
4430	OffceFurnEqp<5k	-	-	-	-	-	2,500	2,500	-	2,500	0%
4440	Computers <$5k	-	-	-	-	-	4,000	8,000	4,000	8,000	0%
4460	Fixed Asset Suspense	-	-	-	-	-	-	-	-	-	-
4710	Food	-	-	-	-	-	65,803	65,803	-	65,803	0%
4720	Food:Other Food	-	-	-	-	-	1,591	1,591	-	1,591	0%
4990	Prior Year Exp	-	-	-	-	-	-	-	-	-	-
4999	Misc Exp-Suspense	1,520	6,618	10,364	429	18,932	-	-	-	(18,932)	-
	SUBTOTAL - Books and Supplies	**1,520**	**7,166**	**18,437**	**4,667**	**31,790**	**149,590**	**163,765**	**14,175**	**131,975**	**19%**

2018-19 First Interim Budget Actuals through October 31, 2018)		Year To Date					Annual Budget				
MSA 6		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted (July 1) Budget	Proposed First Interim Budget	Adopted Budget vs. Proposed 1st Interim	First Interim Remaining	Actuals as % of First Interim
Services & Other Operating Expenses											
5101	CMO Fees	3,871	3,871	3,871	3,871	15,484	46,452	46,452	-	30,968	33%
5205	Conference Fees	-	-	-	-	-	-	-	-	-	-
5210	MilesParkTolls	-	-	84	198	283	1,545	1,545	-	1,262	18%
5215	TravConferences	-	-	-	-	-	561	561	-	561	0%
5220	TraLodging	-	-	-	-	-	1,000	1,000	-	1,000	0%
5300	DuesMemberships	-	970	900	-	1,870	1,937	1,937	-	67	97%
5450	Other Insurance	1,553	518	518	518	3,107	10,771	10,771	-	7,664	29%
5500	OpsHousekeeping	-	-	-	312	312	2,000	2,000	-	1,688	16%
5510	Gas & Electric	317	57	21	570	965	7,931	7,931	-	6,966	12%
5610	Rent & Leases	-	19,000	9,500	9,500	38,000	114,000	114,000	-	76,000	33%
5620	EquipmentLeases	-	-	419	437	856	5,092	5,092	-	4,236	17%
5630	Reps&MaintBldng	-	-	-	-	-	2,000	2,000	-	2,000	0%
5800	ProfessServices	-	6,825	907	4,828	12,560	86,753	49,188	(37,565)	36,628	26%
5810	Legal	-	-	83	568	651	20,000	20,000	-	19,350	3%
5811	Property Tax	-	-	-	-	-	-	-	-	-	-
5813	SchPrgAftSchool	-	-	-	-	-	3,000	3,000	-	3,000	0%
5814	SchPrgAcadComps	-	-	-	-	-	1,000	1,000	-	1,000	0%
5819	SchlProgs-Other	-	-	-	-	-	10,000	10,000	-	10,000	0%
5820	Audit & CPA	-	875	-	148	1,023	4,774	4,774	-	3,751	21%
5825	DMSBusinessSvcs	-	-	-	-	-	-	-	-	-	-
5835	Field Trips	-	-	-	1,368	1,368	10,000	13,000	3,000	11,632	11%
5836	FieldTrip Trans	-	-	-	-	-	-	-	-	-	-
5840	MarkngStdtRecrt	-	-	-	1,317	1,317	18,000	15,000	(3,000)	13,683	9%
5850	Oversight Fees	870	1,480	1,160	1,160	4,669	15,756	15,756	-	11,087	30%
5857	Payroll Fees	-	-	-	-	-	10,844	10,844	-	10,844	0%
5860	Service Fees	-	-	3	1,148	1,152	530	530	-	(622)	217%
5863	Prof Developmnt	-	-	-	-	-	2,000	5,000	3,000	5,000	0%
5864	Prof Dev-Other	-	-	-	-	-	23,000	20,000	(3,000)	20,000	0%
5869	SpEd Ctrct Inst	-	-	-	-	-	-	62,547	62,547	62,547	0%
5872	SpEd Fees	1,465	1,465	977	(0)	3,906	-	22,690	22,690	18,784	17%
5875	StaffRecruiting	-	-	-	-	-	-	-	-	-	-
5884	Substitutes	-	1,614	-	-	1,614	16,000	16,000	-	14,386	10%
5890	OthSvcsNon-Inst	-	-	-	-	-	10,943	10,943	-	10,943	0%
5900	Communications	-	-	-	1,575	1,575	3,090	3,090	-	1,515	51%
5920	TelecomInternet	842	784	811	812	3,248	39,161	39,161	-	35,913	8%
5930	PostageDelivery	-	-	-	403	403	5,000	5,000	-	4,598	8%
5940	Technology	-	-	-	-	-	-	-	-	-	-
	SUBTOTAL - Services & Operations	**8,918**	**37,457**	**19,254**	**28,732**	**94,361**	**473,140**	**520,812**	**47,672**	**426,451**	**18%**

2018-19 First Interim Budget Actuals through October 31, 2018)		Year To Date					Annual Budget				
MSA 6		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted (July 1) Budget	Proposed First Interim Budget	Adopted Budget vs. Proposed 1st Interim	First Interim Remaining	Actuals as % of First Interim
Capital Outlay & Depreciation											
6100	Site Imp (Pre-Capitalization)	-	-	-	-	-	-	-	-	-	-
6400	EquipFixed	-	-	-	-	-	-	-	-	-	-
6900	Depreciation	-	-	-	5,519	5,519	16,557	16,557	-	11,038	33%
	SUBTOTAL - Cap Outlay & Dep.	**-**	**-**	**-**	**5,519**	**5,519**	**16,557**	**16,557**	**-**	**11,038**	**33%**
Other Outflows											
7299	Encroachment	-	1,465	(8,042)	1,953	(4,625)	22,690	-	(22,690)	4,625	-
7438	InterestExpense	-	-	-	-	-	-	-	-	-	-
	SUBTOTAL - Other Outflows	**-**	**1,465**	**(8,042)**	**1,953**	**(4,625)**	**22,690**	**-**	**(22,690)**	**4,625**	**-**
TOTAL EXPENSES		**57,542**	**139,634**	**118,278**	**141,663**	**457,116**	**1,838,089**	**1,874,328**	**36,239**	**1,417,212**	**24%**

Monthly Cash Flow (Actuals + Projections)

MSA-6	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	TOTAL
	ACTUALS	ACTUALS	ACTUALS	ACTUALS	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	
BEGINNING CASH	**1,442,531**	**1,431,964**	**1,415,240**	**1,396,392**	**1,464,610**	**1,503,437**	**1,530,390**	**1,563,738**	**1,551,747**	**1,527,773**	**1,529,284**	**1,504,258**	**1,482,966**	
Revenue														
LCFF Entitlement	22,456	92,814	77,843	116,164	116,164	116,164	165,836	116,164	121,614	134,310	101,817	101,817	227,233	**1,510,396**
Federal Revenue	1,847	3,693	2,462	2,462	20,299	7,018	7,642	27,328	8,240	5,057	36,877	19,900	32,190	**175,015**
Other State Revenues	5,477	10,955	-	65,004	48,484	14,645	25,216	11,396	13,052	25,125	5,888	23,872	66,026	**315,139**
Other Local Revenues	-	-	-	0	1,522	3,571	1,534	0	0	3,898	(2,728)	0	7,202	**15,000**
Total Revenue	**29,780**	**107,462**	**80,305**	**183,631**	**186,469**	**141,398**	**200,228**	**154,888**	**142,906**	**168,390**	**141,854**	**145,588**	**332,651**	**2,015,550**
Expenses														
Certificated Salaries	37,902	59,182	63,807	60,015	59,159	59,159	59,159	59,159	59,159	59,159	59,159	59,159	14,790	**708,967**
Classified Salaries	3,601	8,533	9,361	9,485	11,136	11,136	11,136	11,136	11,136	11,136	11,136	11,136	2,227	**122,294**
Benefits	5,601	25,830	15,462	31,292	31,029	31,029	31,029	31,029	31,029	31,029	31,029	31,029	15,515	**341,933**
Books and Supplies	1,520	7,166	18,437	4,667	16,991	16,991	16,991	16,991	16,991	16,991	16,991	16,991	(3,952)	**163,765**
Services and Operations	8,918	37,457	19,254	28,732	49,329	49,329	49,329	49,329	49,329	49,329	49,329	49,329	31,820	**520,812**
Depreciation / Cap Outlay	-	-	-	5,519	1,380	1,380	1,380	1,380	1,380	1,380	1,380	1,380	-	**16,557**
Other Outflows	-	1,465	(8,042)	1,953	578	578	578	578	578	578	578	578	-	**0**
Total Expenses	**57,542**	**139,634**	**118,278**	**141,663**	**169,602**	**169,602**	**169,602**	**169,602**	**169,602**	**169,602**	**169,602**	**169,602**	**60,400**	**1,874,328**
Other Transactions Affecting Cash														
Revenues - Prior Year Accruals	55,255	24,396	-	11,190	19,238	52,435	-	-	-	-	-	-		**162,513**
Accounts Receivable - Current Year			-	-	-	-	-	-	-	-	-	-		**-**
Other Assets			-	-	-	-	-	-	-	-	-	-		**-**
Fixed Assets			-	5,519	1,380	1,380	1,380	1,380	1,380	1,380	1,380	1,380		**16,557**
Due To (From)			-	7,665	-	-	-	-	-	-	-	-		**7,665**
Expenses - Prior Year Accruals	(39,402)	(10,291)	-	-	-	-	-	-	-	-	-	-		**(49,693)**
Accounts Payable - Current Year			17,784	534	-	-	-	-	-	-	-	-		**18,318**
Summer Holdback for Teachers	1,342	1,342	1,342	1,342	1,342	1,342	1,342	1,342	1,342	1,342	1,342	1,342		**16,104**
Loans Payable (Current)			-	-	-	-	-	-	-	-	-	-		**-**
Loans Payable (Long Term)			-	-	-	-	-	-	-	-	-	-		**-**
Total Other Transactions	**17,195**	**15,447**	**19,126**	**26,250**	**21,959**	**55,156**	**2,722**	**2,722**	**2,722**	**2,722**	**2,722**	**2,722**		**171,464**
Total Change in Cash	**(10,567)**	**(16,725)**	**(18,847)**	**68,218**	**38,827**	**26,953**	**33,348**	**(11,991)**	**(23,973)**	**1,510**	**(25,026)**	**(21,292)**		**312,686**
ENDING CASH	**1,431,964**	**1,415,240**	**1,396,392**	**1,464,610**	**1,503,437**	**1,530,390**	**1,563,738**	**1,551,747**	**1,527,773**	**1,529,284**	**1,504,258**	**1,482,966**		



MSA-7 Executive Summary

SUMMARY OF RESULTS

This latest First Interim Budget update projects a budget deficit of ($186,738).

This is an decrease of ($286,486) from the original July 1 Budget projected surplus of $99,749.

This will allow MSA-7 to end this fiscal year with a balance of $1,311,457, which is 33.1% of annual expenditures.

CASH FLOW

Operating cash flow is projected to remain positive throughout this fiscal year, as shown in the attached monthly cash flow schedule.

The lowest projected ending cash balance this fiscal year is $819,831, which represents 75 days of operating costs on average.

This cash flow takes into account all intercompany loans made to date, but does not assume additional loans until approved by the Board.

SIGNIFICANT CHANGES IN REVENUE (Total change from July Budget = increase of $74,401, or 2.0% of July Budget revenues)

LCFF Entitlement: These "Local Control Funding Formula" revenues are the primary funding source for the school.

LCFF Entitlement projected revenues are $13,286 higher than in the July Budget, due to average daily attendance (ADA) decreasing by 2.

Federal Revenues: This consists of Title I-IV "Every Student Succeeds Act" (ESSA) funding, federal special education, and federal food programs.

Federal Revenues are projected at $7,676 higher than in the July Budget, due primarily to updated ESSA funding levels.

Other State Revenues: These are the non-LCFF state revenues such as Lottery, Facility Grant, and one-time block grants.

Other State Revenues are projected at $53,439 higher than in the July Budget, primarily due to a reduction in one-time funding from July estimates.

Other Local Revenues: These are the non-LCFF state revenues such as Lottery, Facility Grant, and one-time block grants.

Other Local Revenues are projected at $0 lower than in the July Budget, reflecting updated projections of fundraising and other local revenue.

SIGNIFICANT CHANGES IN EXPENSES (Total change from July Budget = increase of $360,888, or 10.0% of July Budget expenses)

Salaries and Benefits: This includes all employee pay, plus benefits such as retirement, healthcare, Medicare, Social Security, etc.

Salaries and Benefits costs are $200,629 higher than in the July Budget, reflecting budget adjustments to address changes in enrollment and other factors.

Books & Supplies: This category includes textbooks, computers, supplies, and other instructional and non-instructional materials and equipment.

Books & Supplies costs are projected at $20,996 higher than in the July Budget, due to targeted budget adjustments (see detail).

Services & Operating Expenses: These include all contracted services as well as travel, insurance, rent, legal costs, and other service-related expenses.

Services & Operating costs are projected to be $169,262 higher than in the July Budget, due to targeted budget adjustments (see detail).

Depreciation, Capital Outlay, and Other Outgo: This category includes depreciation on fixed assets, interest, and SELPA encroachment.

These costs are projected at ($29,999) lower than in the July Budget, reflecting updated depreciation and encroachment projections.

DMS
DELTA MANAGED SOLUTIONS

2018-19 First Interim Budget Actuals through October 31, 2018)	Year To Date					Annual Budget				
MSA 7	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted (July 1) Budget	Proposed First Interim Budget	Adopted Budget vs. Proposed 1st Interim	First Interim Remaining	Actuals as % of First Interim
SUMMARY										
Revenue										
LCFF Entitlement	39,774	163,536	137,019	204,208	544,537	2,757,763	2,771,049	13,286	2,226,512	20%
Federal Revenue	22,640	6,541	(15,009)	4,361	18,534	249,020	256,696	7,676	238,162	7%
Other State Revenues	9,702	19,403	-	111,950	141,055	672,875	726,314	53,439	585,259	19%
Other Local Revenues	1,671	646	95	5,169	7,581	27,052	27,052	-	19,471	28%
Total Revenue	**73,787**	**190,126**	**122,106**	**325,689**	**711,707**	**3,706,710**	**3,781,111**	**74,401**	**3,069,404**	**19%**
Expenses										
Certificated Salaries	78,995	91,319	92,062	91,584	353,960	1,135,377	1,175,864	40,487	821,904	30%
Classified Salaries	16,649	19,588	29,948	31,072	97,258	269,611	414,654	145,043	317,396	23%
Benefits	14,223	47,944	26,467	52,533	141,167	473,427	488,526	15,099	347,359	29%
Books and Supplies	-	2,265	41,000	(4,242)	39,024	227,293	248,289	20,996	209,265	16%
Services and Operating Exp.	78,255	87,950	121,244	120,656	408,106	1,442,279	1,611,541	169,262	1,203,435	25%
Depreciation & Cap Outlay	-	-	-	5,329	5,329	15,987	28,975	12,988	23,646	18%
Other Outflows	-	2,594	(11,206)	3,459	(5,152)	42,987	-	(42,987)	5,152	-
Total Expenses	**188,123**	**251,661**	**299,516**	**300,392**	**1,039,692**	**3,606,961**	**3,967,849**	**360,888**	**2,928,157**	**26%**
Operating Income					**(327,985)**	**99,749**	**(186,738)**	**(286,486)**	**141,247**	
Fund Balance										
Beginning Balance (Unaudited)						1,498,195	1,498,195			
Operating Income						99,749	(186,738)			
Ending Fund Balance						**1,597,944**	**1,311,457**			

DMS
DELTA MANAGED SOLUTIONS

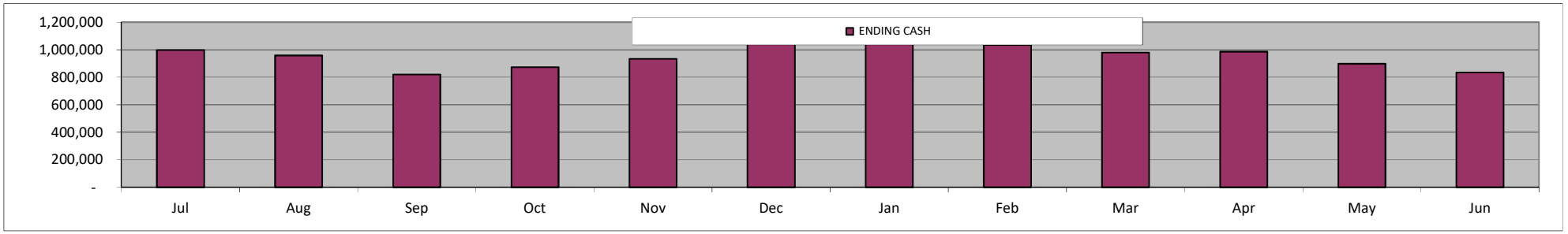
2018-19 First Interim Budget Actuals through October 31, 2018)		Year To Date					Annual Budget				
MSA 7		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted (July 1) Budget	Proposed First Interim Budget	Adopted Budget vs. Proposed 1st Interim	First Interim Remaining	Actuals as % of First Interim
REVENUE DETAIL											
LCFF Entitlement											
8011	State Aid	-	83,987	83,987	151,176	319,150	1,817,619	1,731,650	(85,969)	1,412,500	18%
8012	EPA Entitlement	-	-	-	-	-	322,659	368,727	46,068	368,727	0%
8019	Prior Year Adjustments	-	-	-	-	-	-	-	-	- -	
8096	InLieuPropTaxes	39,774	79,549	53,032	53,032	225,387	617,485	670,672	53,187	445,285	34%
	SUBTOTAL - LCFF Entitlement	**39,774**	**163,536**	**137,019**	**204,208**	**544,537**	**2,757,763**	**2,771,049**	**13,286**	**2,226,512**	**20%**
Federal Revenue											
8181	SpEd - Revenue	3,271	6,541	4,361	4,361	18,534	54,794	54,794	-	36,260	34%
8220	SchLunchFederal	19,369	-	(19,369)	-	-	80,273	80,273	-	80,273	0%
8290	All Other Federal Revenue	-	-	-	-	-	113,953	121,629	7,676	121,629	0%
	SUBTOTAL - Federal Revenue	**22,640**	**6,541**	**(15,009)**	**4,361**	**18,534**	**249,020**	**256,696**	**7,676**	**238,162**	**7%**
Other State Revenue											
8311	SpEd Revenue	9,702	19,403	-	12,935	42,040	160,141	171,416	11,275	129,376	25%
8520	SchoolNutrState	-	-	-	-	-	6,152	6,152	-	6,152	0%
8550	MandCstReimburs	-	-	-	-	-	98,718	55,053	(43,665)	55,053	0%
8560	StateLotteryRev	-	-	-	-	-	54,298	54,298	-	54,298	0%
8590	AllOthStateRev	-	-	-	99,015	99,015	353,566	439,395	85,829	340,380	23%
	SUBTOTAL - Other State Revenue	**9,702**	**19,403**	**-**	**111,950**	**141,055**	**672,875**	**726,314**	**53,439**	**585,259**	**19%**
Local Revenue											
8634	StudentLunchFee	-	-	-	-	-	10,560	10,560	-	10,560	0%
8650	Leases &Rentals	-	-	-	-	-	-	-	-	-	-
8660	Interest	-	-	-	-	-	-	-	-	-	-
8698	OthRev-Suspense	-	-	-	-	-	-	-	-	-	-
8699	Other Revenue	90	646	-	5,264	6,000	16,492	16,492	-	10,492	36%
8791	SpEd Revenue (Local)	1,581	-	-	-	1,581	-	-	-	(1,581)	-
8999	Revenues-Susp	-	-	95	(95)	-	-	-	-	-	-
	SUBTOTAL - Local Revenue	**1,671**	**646**	**95**	**5,169**	**7,581**	**27,052**	**27,052**	**-**	**19,471**	**28%**
TOTAL REVENUE		**73,787**	**190,126**	**122,106**	**325,689**	**711,707**	**3,706,710**	**3,781,111**	**74,401**	**3,069,404**	**19%**

2018-19 First Interim Budget Actuals through October 31, 2018)		Year To Date					Annual Budget				
MSA 7		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted (July 1) Budget	Proposed First Interim Budget	Adopted Budget vs. Proposed 1st Interim	First Interim Remaining	Actuals as % of First Interim
Services & Other Operating Expenses											
5101	CMO Fees	41,399	41,399	41,399	41,399	165,595	496,785	496,785	-	331,190	33%
5205	Conference Fees	-	-	-	-	-	1,030	1,030	-	1,030	0%
5210	MilesParkTolls	-	-	139	-	139	2,060	2,060	-	1,921	7%
5215	TravConferences	-	-	-	-	-	-	-	-	-	-
5220	TraLodging	-	-	-	-	-	1,310	1,310	-	1,310	0%
5300	DuesMemberships	-	-	1,650	-	1,650	8,240	8,240	-	6,590	20%
5450	Other Insurance	5,099	1,700	1,700	1,700	10,199	18,102	18,102	-	7,903	56%
5500	OpsHousekeeping	-	300	1,498	525	2,323	10,300	10,300	-	7,977	23%
5510	Gas & Electric	1,970	6,166	3,144	5,909	17,189	59,995	59,995	-	42,806	29%
5610	Rent & Leases	23,390	23,390	23,390	23,390	93,559	281,134	281,134	-	187,576	33%
5620	EquipmentLeases	370	603	1,359	1,200	3,532	8,652	8,652	-	5,120	41%
5630	Reps&MaintBldng	-	7,351	2,430	(1,500)	8,281	11,330	11,330	-	3,049	73%
5800	ProfessServices	-	-	6,775	270	7,045	159,113	54,360	(104,754)	47,314	13%
5810	Legal	-	-	-	4,764	4,764	15,000	12,700	(2,300)	7,936	38%
5811	Property Tax	-	-	-	-	-	-	-	-	-	-
5813	SchPrgAftSchool	-	-	32,760	32,760	65,520	168,714	168,714	-	103,194	39%
5814	SchPrgAcadComps	-	-	-	-	-	6,000	6,000	-	6,000	0%
5819	SchlProgs-Other	-	-	-	-	-	4,120	4,120	-	4,120	0%
5820	Audit & CPA	-	-	-	-	-	6,489	6,489	-	6,489	0%
5825	DMSBusinessSvcs	-	-	-	-	-	-	-	-	-	-
5835	Field Trips	-	-	426	973	1,399	8,240	8,240	-	6,842	17%
5836	FieldTrip Trans	-	-	-	-	-	-	-	-	-	-
5840	MarkngStdtRecrt	-	-	-	1,092	1,092	10,000	10,000	-	8,908	11%
5850	Oversight Fees	1,540	2,755	2,053	2,053	8,401	27,578	27,578	-	19,177	30%
5857	Payroll Fees	-	-	-	-	-	14,891	14,891	-	14,891	0%
5860	Service Fees	-	-	-	-	-	2,963	2,963	-	2,963	0%
5863	Prof Developmnt	-	315	-	1,005	1,320	7,900	7,900	-	6,580	17%
5864	Prof Dev-Other	-	1,377	-	45	1,422	14,200	24,200	10,000	22,778	6%
5869	SpEd Ctrct Inst	-	-	-	-	-	-	113,048	113,048	113,048	0%
5872	SpEd Fees	2,594	2,594	1,730	-	6,919	-	42,987	42,987	36,068	16%
5875	StaffRecruiting	-	-	-	-	-	-	-	-	-	-
5884	Substitutes	-	-	723	3,847	4,570	46,350	29,350	(17,000)	24,780	16%
5890	OthSvcsNon-Inst	1,616	-	-	1,225	2,841	11,092	138,373	127,281	135,532	2%
5900	Communications	-	-	45	-	45	4,120	4,120	-	4,075	1%
5920	TelecomInternet	278	-	-	-	278	32,863	32,863	-	32,585	1%
5930	PostageDelivery	-	-	25	-	25	3,708	3,708	-	3,683	1%
5940	Technology	-	-	-	-	-	-	-	-	-	-
	SUBTOTAL - Services & Operations	**78,255**	**87,950**	**121,244**	**120,656**	**408,106**	**1,442,279**	**1,611,541**	**169,262**	**1,203,435**	**25%**

2018-19 First Interim Budget Actuals through October 31, 2018)		Year To Date					Annual Budget				
MSA 7		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted (July 1) Budget	Proposed First Interim Budget	Adopted Budget vs. Proposed 1st Interim	First Interim Remaining	Actuals as % of First Interim
Capital Outlay & Depreciation											
6100	Site Imp (Pre-Capitalization)	-	-	-	-	-	-	-	-	-	-
6400	EquipFixed	-	-	-	-	-	-	12,988	12,988	12,988	0%
6900	Depreciation	-	-	-	5,329	5,329	15,987	15,987	-	10,658	33%
	SUBTOTAL - Cap Outlay & Depreciation	**-**	**-**	**-**	**5,329**	**5,329**	**15,987**	**28,975**	**12,988**	**23,646**	**18%**
Other Outflows											
7299	Encroachment	-	2,594	(11,206)	3,459	(5,152)	42,987	-	(42,987)	5,152	-
7438	InterestExpense	-	-	-	-	-	-	-	-	-	-
	SUBTOTAL - Other Outflows	**-**	**2,594**	**(11,206)**	**3,459**	**(5,152)**	**42,987**	**-**	**(42,987)**	**5,152**	**-**
TOTAL EXPENSES		**188,123**	**251,661**	**299,516**	**300,392**	**1,039,692**	**3,606,961**	**3,967,849**	**360,888**	**2,928,157**	**26%**

Monthly Cash Flow (Actuals + Projections)

MSA-7	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	TOTAL
	ACTUALS	ACTUALS	ACTUALS	ACTUALS	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	
BEGINNING CASH	**1,269,979**	**997,385**	**958,746**	**819,831**	**873,406**	**933,823**	**1,051,261**	**1,060,687**	**1,035,420**	**978,699**	**985,234**	**897,082**	**833,876**	
Revenue														
LCFF Entitlement	39,774	163,536	137,019	204,208	204,208	204,208	289,445	204,208	239,278	271,939	200,418	200,418	412,388	**2,771,049**
Federal Revenue	22,640	6,541	(15,009)	4,361	36,590	12,330	15,150	42,972	14,779	14,779	39,039	14,779	47,744	**256,696**
Other State Revenues	9,702	19,403	-	111,950	112,553	133,236	44,604	64,553	25,684	59,551	12,109	61,225	71,744	**726,314**
Other Local Revenues	1,671	646	95	5,169	2,047	3,745	1,310	4,083	4,622	1,350	1,364	1,453	(503)	**27,052**
Total Revenue	**73,787**	**190,126**	**122,106**	**325,689**	**355,397**	**353,520**	**350,509**	**315,816**	**284,362**	**347,618**	**252,931**	**277,877**	**531,373**	**3,781,111**
Expenses														
Certificated Salaries	78,995	91,319	92,062	91,584	99,625	99,625	99,625	99,625	99,625	99,625	99,625	99,625	24,906	**1,175,864**
Classified Salaries	16,649	19,588	29,948	31,072	38,707	38,707	38,707	38,707	38,707	38,707	38,707	38,707	7,741	**414,654**
Benefits	14,223	47,944	26,467	52,533	40,866	40,866	40,866	40,866	40,866	40,866	40,866	40,866	20,433	**488,526**
Books and Supplies	-	2,265	41,000	(4,242)	24,981	24,981	24,981	24,981	24,981	24,981	24,981	24,981	9,416	**248,289**
Services and Operations	78,255	87,950	121,244	120,656	141,657	141,657	141,657	141,657	141,657	141,657	141,657	141,657	70,181	**1,611,541**
Depreciation / Cap Outlay	-	-	-	5,329	2,956	2,956	2,956	2,956	2,956	2,956	2,956	2,956	-	**28,975**
Other Outflows	-	2,594	(11,206)	3,459	644	644	644	644	644	644	644	644	(0)	**-**
Total Expenses	**188,123**	**251,661**	**299,516**	**300,392**	**349,435**	**349,435**	**349,435**	**349,435**	**349,435**	**349,435**	**349,435**	**349,435**	**132,677**	**3,967,849**
Other Transactions Affecting Cash														
Revenues - Prior Year Accruals	78,791	47,901	19,369	21,074	46,103	105,001	-	-	-	-	-	-		**318,239**
Accounts Receivable - Current Year			-	-	-	-	-	-	-	-	-	-		**-**
Other Assets			-	-	-	-	-	-	-	-	-	-		**-**
Fixed Assets			-	5,329	2,956	2,956	2,956	2,956	2,956	2,956	2,956	2,956		**28,975**
Due To (From)			-	-	-	-	-	-	-	-	-	-		**-**
Expenses - Prior Year Accruals	(242,445)	(30,401)	-	-	-	-	-	-	-	-	-	-		**(272,846)**
Accounts Payable - Current Year			13,730	(3,520)	-	-	-	-	-	-	-	-		**10,210**
Summer Holdback for Teachers	5,396	5,396	5,396	5,396	5,396	5,396	5,396	5,396	5,396	5,396	5,396	5,396		**64,752**
Loans Payable (Current)			-	-	-	-	-	-	-	-	-	-		**-**
Loans Payable (Long Term)			-	-	-	-	-	-	-	-	-	-		**-**
Total Other Transactions	**(158,258)**	**22,896**	**38,495**	**28,279**	**54,455**	**113,353**	**8,352**	**8,352**	**8,352**	**8,352**	**8,352**	**8,352**		**149,330**
Total Change in Cash	**(272,594)**	**(38,639)**	**(138,915)**	**53,575**	**60,417**	**117,438**	**9,426**	**(25,267)**	**(56,721)**	**6,535**	**(88,152)**	**(63,207)**		**(37,408)**
ENDING CASH	**997,385**	**958,746**	**819,831**	**873,406**	**933,823**	**1,051,261**	**1,060,687**	**1,035,420**	**978,699**	**985,234**	**897,082**	**833,876**		



MSA-8 Executive Summary

SUMMARY OF RESULTS

This latest First Interim Budget update projects a budget surplus of $432,149.

This is an increase of $187,990 from the original July 1 Budget projected surplus of $244,159.

This will allow MSA-8 to end this fiscal year with a balance of $4,515,866, which is 84.8% of annual expenditures.

CASH FLOW

Operating cash flow is projected to remain positive throughout this fiscal year, as shown in the attached monthly cash flow schedule.

The lowest projected ending cash balance this fiscal year is $1,144,937, which represents 78 days of operating costs on average.

This cash flow takes into account all intercompany loans made to date, but does not assume additional loans until approved by the Board.

SIGNIFICANT CHANGES IN REVENUE (Total change from July Budget = decrease of ($73,684), or -1.3% of July Budget revenues)

LCFF Entitlement: These "Local Control Funding Formula" revenues are the primary funding source for the school.

LCFF Entitlement projected revenues are ($52,032) lower than in the July Budget, due to average daily attendance (ADA) decreasing by 8.

Federal Revenues: This consists of Title I-IV "Every Student Succeeds Act" (ESSA) funding, federal special education, and federal food programs.

Federal Revenues are projected at $7,938 higher than in the July Budget, due primarily to updated ESSA funding levels.

Other State Revenues: These are the non-LCFF state revenues such as Lottery, Facility Grant, and one-time block grants.

Other State Revenues are projected at ($29,590) lower than in the July Budget, primarily due to a reduction in one-time funding from July estimates.

Other Local Revenues: These are the non-LCFF state revenues such as Lottery, Facility Grant, and one-time block grants.

Other Local Revenues are projected at $0 lower than in the July Budget, reflecting updated projections of fundraising and other local revenue.

SIGNIFICANT CHANGES IN EXPENSES (Total change from July Budget = decrease of ($261,674), or -4.7% of July Budget expenses)

Salaries and Benefits: This includes all employee pay, plus benefits such as retirement, healthcare, Medicare, Social Security, etc.

Salaries and Benefits costs are ($107,054) lower than in the July Budget, reflecting budget adjustments to address changes in enrollment and other factors.

Books & Supplies: This category includes textbooks, computers, supplies, and other instructional and non-instructional materials and equipment.

Books & Supplies costs are projected at ($5,096) lower than in the July Budget, due to targeted budget adjustments (see detail).

Services & Operating Expenses: These include all contracted services as well as travel, insurance, rent, legal costs, and other service-related expenses.

Services & Operating costs are projected to be ($100,897) lower than in the July Budget, due to targeted budget adjustments (see detail).

Depreciation, Capital Outlay, and Other Outgo: This category includes depreciation on fixed assets, interest, and SELPA encroachment.

These costs are projected at ($48,628) lower than in the July Budget, reflecting updated depreciation and encroachment projections.

DMS
DELTA MANAGED SOLUTIONS

2018-19 First Interim Budget Actuals through October 31, 2018)	Year To Date					Annual Budget				
MSA 8	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted (July 1) Budget	Proposed First Interim Budget	Adopted Budget vs. Proposed 1st Interim	First Interim Remaining	Actuals as % of First Interim
SUMMARY										
Revenue										
LCFF Entitlement	68,456	289,065	243,427	365,148	966,097	4,837,159	4,785,127	(52,032)	3,819,030	20%
Federal Revenue	5,629	11,258	7,506	54,276	78,669	322,588	330,526	7,938	251,857	24%
Other State Revenues	16,698	33,395	-	201,567	251,660	667,832	638,242	(29,590)	386,582	39%
Other Local Revenues	973	0	(0)	1,425	2,399	4,000	4,000	-	1,601	60%
Total Revenue	**91,756**	**333,719**	**250,933**	**622,416**	**1,298,824**	**5,831,579**	**5,757,895**	**(73,684)**	**4,459,070**	**23%**
Expenses										
Certificated Salaries	90,436	127,473	139,322	145,261	502,492	1,867,308	1,620,976	(246,332)	1,118,484	31%
Classified Salaries	23,349	39,194	41,901	43,612	148,055	346,000	446,665	100,665	298,610	33%
Benefits	20,408	65,313	37,822	95,103	218,646	779,314	817,928	38,613	599,282	27%
Books and Supplies	11	15,885	45,796	(17,306)	44,386	429,408	424,312	(5,096)	379,927	10%
Services and Operating Exp.	15,063	197,627	109,956	109,599	432,244	2,004,944	1,904,047	(100,897)	1,471,803	23%
Depreciation & Cap Outlay	-	-	-	29,272	29,272	87,817	111,817	24,000	82,544	26%
Other Outflows	-	4,465	(19,287)	5,954	(8,867)	72,628	-	(72,628)	8,867	-
Total Expenses	**149,267**	**449,957**	**355,510**	**411,494**	**1,366,228**	**5,587,420**	**5,325,745**	**(261,674)**	**3,959,517**	**26%**
Operating Income					**(67,404)**	**244,159**	**432,149**	**187,990**	**499,553**	
Fund Balance										
Beginning Balance (Unaudited)						4,083,717	4,083,717			
Operating Income						244,159	432,149			
Ending Fund Balance						**4,327,876**	**4,515,866**			

DMS
DELTA MANAGED SOLUTIONS

2018-19 First Interim Budget Actuals through October 31, 2018)		Year To Date					Annual Budget				
MSA 8		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted (July 1) Budget	Proposed First Interim Budget	Adopted Budget vs. Proposed 1st Interim	First Interim Remaining	Actuals as % of First Interim
REVENUE DETAIL											
LCFF Entitlement											
8011	State Aid	-	152,152	152,152	273,873	578,177	3,233,832	3,029,327	(204,505)	2,451,150	19%
8012	EPA Entitlement	-	-	-	-	-	562,787	636,791	74,004	636,791	0%
8019	Prior Year Adjustments	-	-	-	-	-	-	-	-	- -	
8096	InLieuPropTaxes	68,456	136,913	91,275	91,275	387,920	1,040,540	1,119,009	78,469	731,089	35%
	SUBTOTAL - LCFF Entitlement	**68,456**	**289,065**	**243,427**	**365,148**	**966,097**	**4,837,159**	**4,785,127**	**(52,032)**	**3,819,030**	**20%**
Federal Revenue											
8181	SpEd - Revenue	5,629	11,258	7,506	7,506	31,899	92,335	92,335	-	60,436	35%
8220	SchLunchFederal	-	-	-	-	-	-	-	-	- -	
8290	All Other Federal Revenue	-	-	-	46,770	46,770	230,253	238,191	7,938	191,421	20%
	SUBTOTAL - Federal Revenue	**5,629**	**11,258**	**7,506**	**54,276**	**78,669**	**322,588**	**330,526**	**7,938**	**251,857**	**24%**
Other State Revenue											
8311	SpEd Revenue	16,698	33,395	-	25,173	75,266	269,858	287,758	17,900	212,492	26%
8520	SchoolNutrState	-	-	-	-	-	-	-	-	- -	
8550	MandCstReimburs	-	-	-	-	-	169,906	94,752	(75,154)	94,752	0%
8560	StateLotteryRev	-	-	-	-	-	91,500	91,500	-	91,500	0%
8590	AllOthStateRev	-	-	-	176,394	176,394	136,568	164,232	27,664	(12,162)	107%
	SUBTOTAL - Other State Revenue	**16,698**	**33,395**	**-**	**201,567**	**251,660**	**667,832**	**638,242**	**(29,590)**	**386,582**	**39%**
Local Revenue											
8634	StudentLunchFee	-	-	-	-	-	-	-	-	- -	
8650	Leases &Rentals	-	-	-	-	-	-	-	-	-	-
8660	Interest	-	-	-	-	-	-	-	-	-	-
8698	OthRev-Suspense	-	-	-	-	-	-	-	-	-	-
8699	Other Revenue	973	0	(0)	1,426	2,399	4,000	4,000	-	1,601	60%
8791	SpEd Revenue (Local)	-	-	-	-	-	-	-	-	-	-
8999	Revenues-Susp	0	-	-	(0)	-	-	-	-	-	-
	SUBTOTAL - Local Revenue	**973**	**0**	**(0)**	**1,425**	**2,399**	**4,000**	**4,000**	**-**	**1,601**	**60%**
TOTAL REVENUE		**91,756**	**333,719**	**250,933**	**622,416**	**1,298,824**	**5,831,579**	**5,757,895**	**(73,684)**	**4,459,070**	**23%**

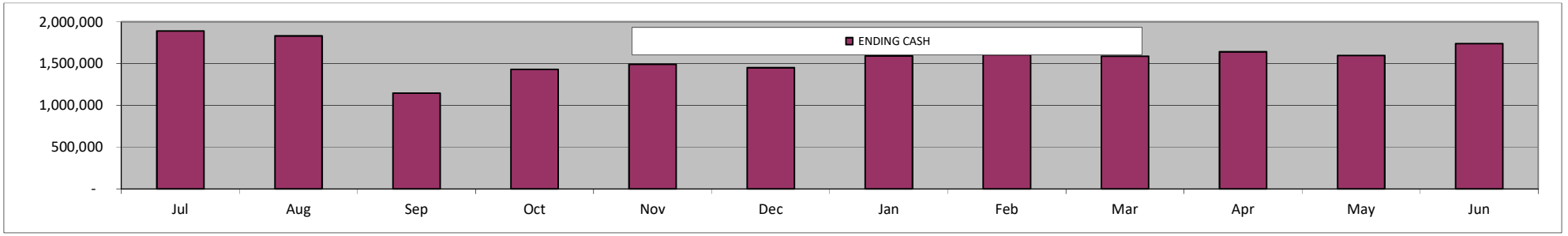
2018-19 First Interim Budget Actuals through October 31, 2018)		Year To Date					Annual Budget				
MSA 8		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted (July 1) Budget	Proposed First Interim Budget	Adopted Budget vs. Proposed 1st Interim	First Interim Remaining	Actuals as % of First Interim
EXPENSES DETAIL											
Certificated Salaries											
1100	TeacherSalaries	45,234	106,977	118,416	124,175	394,802	1,529,852	1,303,324	(226,528)	908,522	30%
1300	Cert Adminis	45,202	20,496	20,906	21,086	107,690	337,456	317,652	(19,804)	209,962	34%
	SUBTOTAL - Certificated Salaries	**90,436**	**127,473**	**139,322**	**145,261**	**502,492**	**1,867,308**	**1,620,976**	**(246,332)**	**1,118,484**	**31%**
Classified Salaries											
2400	Clerical & Tech	10,367	15,256	20,386	21,026	67,035	120,411	185,786	65,374	118,751	36%
2900	OtherClassStaff	12,982	23,938	21,515	22,585	81,021	225,589	260,880	35,291	179,859	31%
	SUBTOTAL - Classified Salaries	**23,349**	**39,194**	**41,901**	**43,612**	**148,055**	**346,000**	**446,665**	**100,665**	**298,610**	**33%**
Employee Benefits											
3101	STRS	7,359	20,630	22,608	23,447	74,043	278,507	285,900	7,393	211,856	26%
3202	PERS	4,014	6,538	6,963	6,595	24,110	62,495	72,460	9,965	48,350	33%
3301	OASDI/Med	3,086	4,808	5,216	5,155	18,264	63,253	68,450	5,197	50,186	27%
3401	HlthWelfare	-	31,360	1,052	57,693	90,105	348,355	364,413	16,058	274,307	25%
3501	UnemployIns	-	(6)	-	230	225	1,295	1,295	-	1,070	17%
3601	WorkersCmp	5,949	1,983	1,983	1,983	11,898	24,922	24,922	-	13,024	48%
3901	OthBenes	-	-	-	-	-	489	489	-	489	0%
	SUBTOTAL - Employee Benefits	**20,408**	**65,313**	**37,822**	**95,103**	**218,646**	**779,314**	**817,928**	**38,613**	**599,282**	**27%**
Books & Supplies											
4100	Text&CoreCurric	-	9,826	(473)	-	9,354	51,500	36,500	(15,000)	27,146	26%
4200	BooksOthRefMats	-	-	-	-	-	1,030	1,030	-	1,030	0%
4310	Ins Mats & Sups	-	-	2,886	140	3,026	46,268	58,147	11,879	55,122	5%
4320	Office Supplies	-	305	2,980	178	3,464	6,901	6,901	-	3,437	50%
4326	Arts&MusicSupps	-	-	-	-	-	7,725	5,000	(2,725)	5,000	0%
4335	PE Supplies	-	-	-	-	-	2,575	1,500	(1,075)	1,500	0%
4340	Educat Software	-	4,608	6,950	-	11,558	51,974	51,974	-	40,416	22%
4345	NonInstStdntSup	-	-	-	-	-	5,150	5,150	-	5,150	0%
4346	TeacherSupplies	-	-	-	-	-	5,150	5,000	(150)	5,000	0%
4351	Yearbook	-	-	-	-	-	1,545	1,000	(545)	1,000	0%
4390	Uniforms	-	-	-	-	-	530	530	-	530	0%
4400	NonCapEquip-Gen	-	-	3,624	-	3,624	11,330	9,500	(1,830)	5,876	38%
4430	OffceFurnEqp<5k	-	-	-	-	-	5,150	5,150	-	5,150	0%
4440	Computers <$5k	-	-	-	-	-	15,450	15,450	-	15,450	0%
4460	Fixed Asset Suspense	-	-	-	-	-	-	-	-	-	-
4710	Food	-	-	-	-	-	210,950	210,950	-	210,950	0%
4720	Food:Other Food	-	-	369	224	593	5,150	9,500	4,350	8,907	6%
4990	Prior Year Exp	-	-	-	-	-	-	-	-	-	-
4999	Misc Exp-Suspense	11	1,146	29,460	(17,848)	12,769	-	-	-	(12,769)	-
	SUBTOTAL - Books and Supplies	**11**	**15,885**	**45,796**	**(17,306)**	**44,386**	**429,408**	**424,312**	**(5,096)**	**379,927**	**10%**

2018-19 First Interim Budget Actuals through October 31, 2018)		Year To Date					Annual Budget				
MSA 8		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted (July 1) Budget	Proposed First Interim Budget	Adopted Budget vs. Proposed 1st Interim	First Interim Remaining	Actuals as % of First Interim
Services & Other Operating Expenses											
5101	CMO Fees	-	165,239	82,620	82,620	330,479	991,436	991,436	-	660,957	33%
5205	Conference Fees	-	-	-	-	-	10,300	10,300	-	10,300	0%
5210	MilesParkTolls	-	-	-	-	-	5,150	5,150	-	5,150	0%
5215	TravConferences	-	-	-	-	-	-	-	-	-	-
5220	TraLodging	-	-	-	-	-	10,300	10,300	-	10,300	0%
5300	DuesMemberships	-	3,045	-	-	3,045	7,725	7,725	-	4,680	39%
5450	Other Insurance	5,870	1,957	1,957	1,957	11,741	31,196	31,196	-	19,455	38%
5500	OpsHousekeeping	37	37	37	295	405	36,050	36,050	-	35,645	1%
5510	Gas & Electric	-	-	-	-	-	-	-	-	-	-
5610	Rent & Leases	-	-	-	-	-	304,830	304,830	-	304,830	0%
5620	EquipmentLeases	196	1,491	1,018	196	2,901	17,441	17,441	-	14,540	17%
5630	Reps&MaintBldng	-	-	-	-	-	3,090	3,090	-	3,090	0%
5800	ProfessServices	-	3,225	2,125	1,625	6,975	101,281	44,631	(56,650)	37,657	16%
5810	Legal	-	-	-	-	-	13,390	10,000	(3,390)	10,000	0%
5811	Property Tax	-	-	-	-	-	-	-	-	-	-
5813	SchPrgAftSchool	-	2,250	83	-	2,333	136,568	3,533	(133,035)	1,200	66%
5814	SchPrgAcadComps	-	-	-	-	-	618	618	-	618	0%
5819	SchlProgs-Other	-	-	-	-	-	1,030	1,030	-	1,030	0%
5820	Audit & CPA	-	-	-	-	-	15,914	15,914	-	15,914	0%
5825	DMSBusinessSvcs	-	-	-	-	-	-	-	-	-	-
5835	Field Trips	-	718	1,489	-	2,207	20,600	20,000	(600)	17,793	11%
5836	FieldTrip Trans	-	-	-	-	-	-	-	-	-	-
5840	MarkngStdtRecrt	-	-	-	-	-	8,240	8,240	-	8,240	0%
5850	Oversight Fees	2,723	5,446	3,631	3,631	15,431	48,017	48,017	-	32,586	32%
5857	Payroll Fees	-	-	-	-	-	17,741	17,741	-	17,741	0%
5860	Service Fees	-	-	5	990	995	515	515	-	(480)	193%
5863	Prof Developmnt	-	-	250	1,020	1,270	8,549	8,549	-	7,279	15%
5864	Prof Dev-Other	-	-	225	2,040	2,265	43,000	33,000	(10,000)	30,735	7%
5869	SpEd Ctrct Inst	-	-	2,448	3,384	5,831	-	54,150	54,150	48,319	11%
5872	SpEd Fees	4,465	4,465	2,977	-	11,908	-	72,628	72,628	60,720	16%
5875	StaffRecruiting	-	-	-	-	-	-	-	-	-	-
5884	Substitutes	-	8,502	11,093	11,633	31,228	69,059	69,059	-	37,831	45%
5890	OthSvcsNon-Inst	1,772	-	-	-	1,772	13,390	13,390	-	11,618	13%
5900	Communications	-	-	-	-	-	3,000	3,000	-	3,000	0%
5920	TelecomInternet	-	-	-	-	-	74,154	50,154	(24,000)	50,154	0%
5930	PostageDelivery	-	1,251	-	209	1,460	12,360	12,360	-	10,900	12%
5940	Technology	-	-	-	-	-	-	-	-	-	-
	SUBTOTAL - Services & Operations	**15,063**	**197,627**	**109,956**	**109,599**	**432,244**	**2,004,944**	**1,904,047**	**(100,897)**	**1,471,803**	**23%**

2018-19 First Interim Budget Actuals through October 31, 2018)		Year To Date					Annual Budget				
MSA 8		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted (July 1) Budget	Proposed First Interim Budget	Adopted Budget vs. Proposed 1st Interim	First Interim Remaining	Actuals as % of First Interim
Capital Outlay & Depreciation											
6100	Site Imp (Pre-Capitalization)	-	-	-	-	-	-	-	-	-	-
6400	EquipFixed	-	-	-	-	-	-	24,000	24,000	24,000	0%
6900	Depreciation	-	-	-	29,272	29,272	87,817	87,817	-	58,544	33%
	SUBTOTAL - Cap Outlay & Depreciation	**-**	**-**	**-**	**29,272**	**29,272**	**87,817**	**111,817**	**24,000**	**82,544**	**26%**
Other Outflows											
7299	Encroachment	-	4,465	(19,287)	5,954	(8,867)	72,628	-	(72,628)	8,867	-
7438	InterestExpense	-	-	-	-	-	-	-	-	-	-
	SUBTOTAL - Other Outflows	**-**	**4,465**	**(19,287)**	**5,954**	**(8,867)**	**72,628**	**-**	**(72,628)**	**8,867**	**-**
TOTAL EXPENSES		**149,267**	**449,957**	**355,510**	**411,494**	**1,366,228**	**5,587,420**	**5,325,745**	**(261,674)**	**3,959,517**	**26%**

Monthly Cash Flow (Actuals + Projections)

MSA-8	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	TOTAL
	ACTUALS	ACTUALS	ACTUALS	ACTUALS	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	
BEGINNING CASH	**1,907,434**	**1,890,678**	**1,830,388**	**1,144,937**	**1,428,879**	**1,491,549**	**1,450,043**	**1,591,576**	**1,606,231**	**1,588,915**	**1,640,263**	**1,596,637**	**1,737,787**	
Revenue														
LCFF Entitlement	68,456	289,065	243,427	365,148	365,148	365,148	516,996	365,148	393,128	450,524	332,130	332,130	698,678	**4,785,127**
Federal Revenue	5,629	11,258	7,506	54,276	64,969	7,406	7,406	70,443	6,440	6,440	64,003	6,440	18,309	**330,526**
Other State Revenues	16,698	33,395	-	201,567	29,353	44,520	75,711	37,644	41,697	52,964	18,822	74,675	11,196	**638,242**
Other Local Revenues	973	0	(0)	1,425	333	333	333	333	333	333	333	333	(1,065)	**4,000**
Total Revenue	**91,756**	**333,719**	**250,933**	**622,416**	**459,804**	**417,408**	**600,447**	**473,569**	**441,598**	**510,262**	**415,288**	**413,578**	**727,117**	**5,757,895**
Expenses														
Certificated Salaries	90,436	127,473	139,322	145,261	135,574	135,574	135,574	135,574	135,574	135,574	135,574	135,574	33,893	**1,620,976**
Classified Salaries	23,349	39,194	41,901	43,612	36,416	36,416	36,416	36,416	36,416	36,416	36,416	36,416	7,283	**446,665**
Benefits	20,408	65,313	37,822	95,103	70,504	70,504	70,504	70,504	70,504	70,504	70,504	70,504	35,252	**817,928**
Books and Supplies	11	15,885	45,796	(17,306)	44,563	44,563	44,563	44,563	44,563	44,563	44,563	44,563	23,425	**424,312**
Services and Operations	15,063	197,627	109,956	109,599	175,820	175,820	175,820	175,820	175,820	175,820	175,820	175,820	65,240	**1,904,047**
Depreciation / Cap Outlay	-	-	-	29,272	10,318	10,318	10,318	10,318	10,318	10,318	10,318	10,318	-	**111,817**
Other Outflows	-	4,465	(19,287)	5,954	1,108	1,108	1,108	1,108	1,108	1,108	1,108	1,108	0	**-**
Total Expenses	**149,267**	**449,957**	**355,510**	**411,494**	**474,303**	**474,303**	**474,303**	**474,303**	**474,303**	**474,303**	**474,303**	**474,303**	**165,094**	**5,325,745**
Other Transactions Affecting Cash														
Revenues - Prior Year Accruals	186,633	95,118	-	41,872	61,780	-	-	-	-	-	-	-		**385,404**
Accounts Receivable - Current Year			-	-	-	-	-	-	-	-	-	-		**-**
Other Assets			-	-	-	-	-	-	-	-	-	-		**-**
Fixed Assets			-	29,272	10,318	10,318	10,318	10,318	10,318	10,318	10,318	10,318		**111,817**
Due To (From)			(600,000)	-	-	-	-	-	-	-	-	186,486		**(413,514)**
Expenses - Prior Year Accruals	(70,404)	(17,049)	-	-	-	-	-	-	-	-	-	-		**(87,454)**
Accounts Payable - Current Year	(75,475)	(22,120)	14,055	(3,195)	-	-	-	-	-	-	-	-		**(86,736)**
Summer Holdback for Teachers			5,071	5,071	5,071	5,071	5,071	5,071	5,071	5,071	5,071	5,071		**50,710**
Loans Payable (Current)			-	-	-	-	-	-	-	-	-	-		**-**
Loans Payable (Long Term)			-	-	-	-	-	-	-	-	-	-		**-**
Total Other Transactions	**40,754**	**55,949**	**(580,874)**	**73,020**	**77,169**	**15,389**	**15,389**	**15,389**	**15,389**	**15,389**	**15,389**	**201,875**		**(39,773)**
Total Change in Cash	**(16,756)**	**(60,289)**	**(685,451)**	**283,942**	**62,670**	**(41,506)**	**141,533**	**14,655**	**(17,316)**	**51,348**	**(43,626)**	**141,150**		**392,376**
ENDING CASH	**1,890,678**	**1,830,388**	**1,144,937**	**1,428,879**	**1,491,549**	**1,450,043**	**1,591,576**	**1,606,231**	**1,588,915**	**1,640,263**	**1,596,637**	**1,737,787**		



MSA-SA Executive Summary

SUMMARY OF RESULTS

This latest First Interim Budget update projects a budget surplus of $2,498.
This is an decrease of ($186,193) from the original July 1 Budget projected surplus of $188,691.
This will allow MSA-SA to end this fiscal year with a balance of $7,504,794, which is 85.2% of annual expenditures.

CASH FLOW

Operating cash flow is projected to remain positive throughout this fiscal year, as shown in the attached monthly cash flow schedule.
The lowest projected ending cash balance this fiscal year is $317,183, which represents 13 days of operating costs on average.
This cash flow takes into account all intercompany loans made to date, but does not assume additional loans until approved by the Board.

SIGNIFICANT CHANGES IN REVENUE (Total change from July Budget = decrease of ($775,369), or -8.1% of July Budget revenues)

LCFF Entitlement: These "Local Control Funding Formula" revenues are the primary funding source for the school.
LCFF Entitlement projected revenues are ($907,186) lower than in the July Budget, due to average daily attendance (ADA) decreasing by 96.

Federal Revenues: This consists of Title I-IV "Every Student Succeeds Act" (ESSA) funding, federal special education, and federal food programs.
Federal Revenues are projected at $19,167 higher than in the July Budget, due primarily to updated ESSA funding levels.

Other State Revenues: These are the non-LCFF state revenues such as Lottery, Facility Grant, and one-time block grants.
Other State Revenues are projected at $112,650 higher than in the July Budget, primarily due to a reduction in one-time funding from July estimates.

Other Local Revenues: These are the non-LCFF state revenues such as Lottery, Facility Grant, and one-time block grants.
Other Local Revenues are projected at $0 lower than in the July Budget, reflecting updated projections of fundraising and other local revenue.

SIGNIFICANT CHANGES IN EXPENSES (Total change from July Budget = decrease of ($589,176), or -6.3% of July Budget expenses)

Salaries and Benefits: This includes all employee pay, plus benefits such as retirement, healthcare, Medicare, Social Security, etc.
Salaries and Benefits costs are ($142,779) lower than in the July Budget, reflecting budget adjustments to address changes in enrollment and other factors.

Books & Supplies: This category includes textbooks, computers, supplies, and other instructional and non-instructional materials and equipment.
Books & Supplies costs are projected at $17,794 higher than in the July Budget, due to targeted budget adjustments (see detail).

Services & Operating Expenses: These include all contracted services as well as travel, insurance, rent, legal costs, and other service-related expenses.
Services & Operating costs are projected to be ($444,483) lower than in the July Budget, due to targeted budget adjustments (see detail).

Depreciation, Capital Outlay, and Other Outgo: This category includes depreciation on fixed assets, interest, and SELPA encroachment.
These costs are projected at ($19,709) lower than in the July Budget, reflecting updated depreciation and encroachment projections.

DMS
DELTA MANAGED SOLUTIONS

2018-19 First Interim Budget Actuals through October 31, 2018)	Year To Date					Annual Budget				
MSA SA	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted (July 1) Budget	Proposed First Interim Budget	Adopted Budget vs. Proposed 1st Interim	First Interim Remaining	Actuals as % of First Interim
SUMMARY										
Revenue										
LCFF Entitlement	270,445	971,094	521,735	1,007,872	2,771,146	7,954,976	7,047,790	(907,186)	4,276,644	39%
Federal Revenue	-	-	-	-	-	680,678	699,845	19,167	699,845	0%
Other State Revenues	17,322	-	114,885	31,179	163,386	872,239	984,889	112,650	821,503	17%
Other Local Revenues	369	362	2,272	12,645	15,649	77,199	77,199	-	61,550	20%
Total Revenue	**288,136**	**971,457**	**638,893**	**1,051,696**	**2,950,181**	**9,585,092**	**8,809,723**	**(775,369)**	**5,859,542**	**33%**
Expenses										
Certificated Salaries	161,885	238,767	246,746	248,060	895,457	3,288,170	3,032,689	(255,480)	2,137,232	30%
Classified Salaries	42,260	69,536	77,165	75,986	264,947	697,489	785,325	87,836	520,378	34%
Benefits	35,166	133,866	83,777	118,097	370,906	1,385,003	1,409,868	24,866	1,038,963	26%
Books and Supplies	87	13,835	13,072	17,374	44,369	657,369	675,164	17,794	630,795	7%
Services and Operating Exp.	11,222	316,712	169,341	128,517	625,792	2,156,391	1,711,908	(444,483)	1,086,116	37%
Depreciation & Cap Outlay	-	-	-	199,022	199,022	597,067	597,067	-	398,045	33%
Other Outflows	43,042	45,056	129,934	45,056	263,087	614,912	595,203	(19,709)	332,116	44%
Total Expenses	**293,661**	**817,772**	**720,036**	**832,112**	**2,663,580**	**9,396,401**	**8,807,225**	**(589,176)**	**6,143,645**	**30%**
Operating Income					**286,601**	**188,691**	**2,498**	**(186,193)**	**(284,103)**	
Fund Balance										
Beginning Balance (Unaudited)						7,502,296	7,502,296			
Operating Income						188,691	2,498			
Ending Fund Balance						**7,690,987**	**7,504,794**			

DMS
DELTA MANAGED SOLUTIONS

2018-19 First Interim Budget Actuals through October 31, 2018)		Year To Date					Annual Budget				
MSA SA		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted (July 1) Budget	Proposed First Interim Budget	Adopted Budget vs. Proposed 1st Interim	First Interim Remaining	Actuals as % of First Interim
REVENUE DETAIL											
LCFF Entitlement											
8011	State Aid	270,445	270,445	486,802	486,802	1,514,495	5,887,539	5,148,956	(738,583)	3,634,461	29%
8012	EPA Entitlement	-	-	34,933	-	34,933	148,032	129,600	(18,432)	94,667	27%
8019	Prior Year Adjustments	-	-	-	-	-	-	-	-	- -	
8096	InLieuPropTaxes	-	700,649	-	521,070	1,221,719	1,919,405	1,769,234	(150,171)	547,515	69%
	SUBTOTAL - LCFF Entitlement	**270,445**	**971,094**	**521,735**	**1,007,872**	**2,771,146**	**7,954,976**	**7,047,790**	**(907,186)**	**4,276,644**	**39%**
Federal Revenue											
8181	SpEd - Revenue	-	-	-	-	-	92,000	92,000	-	92,000	0%
8220	SchLunchFederal	-	-	-	-	-	276,286	276,286	-	276,286	0%
8290	All Other Federal Revenue	-	-	-	-	-	312,392	331,559	19,167	331,559	0%
	SUBTOTAL - Federal Revenue	**-**	**-**	**-**	**-**	**-**	**680,678**	**699,845**	**19,167**	**699,845**	**0%**
Other State Revenue											
8311	SpEd Revenue	17,322	-	48,501	31,179	97,002	386,364	386,364	-	289,362	25%
8520	SchoolNutrState	-	-	-	-	-	24,225	24,225	-	24,225	0%
8550	MandCstReimburs	-	-	-	-	-	254,699	143,669	(111,030)	143,669	0%
8560	StateLotteryRev	-	-	16,384	-	16,384	143,591	143,591	-	127,207	11%
8590	AllOthStateRev	-	-	50,000	-	50,000	63,360	287,040	223,680	237,040	17%
	SUBTOTAL - Other State Revenue	**17,322**	**-**	**114,885**	**31,179**	**163,386**	**872,239**	**984,889**	**112,650**	**821,503**	**17%**
Local Revenue											
8634	StudentLunchFee	-	-	0	-	0	19,232	19,232	-	19,232	0%
8650	Leases &Rentals	-	-	-	-	-	-	-	-	-	-
8660	Interest	369	362	479	374	1,584	4,376	4,376	-	2,792	36%
8698	OthRev-Suspense	-	-	-	-	-	-	-	-	-	-
8699	Other Revenue	-	-	1,793	12,271	14,064	53,591	53,591	-	39,527	26%
8791	SpEd Revenue (Local)	-	-	-	-	-	-	-	-	-	-
8999	Revenues-Susp	-	-	-	-	-	-	-	-	-	-
	SUBTOTAL - Local Revenue	**369**	**362**	**2,272**	**12,645**	**15,649**	**77,199**	**77,199**	**-**	**61,550**	**20%**
TOTAL REVENUE		**288,136**	**971,457**	**638,893**	**1,051,696**	**2,950,181**	**9,585,092**	**8,809,723**	**(775,369)**	**5,859,542**	**33%**

2018-19 First Interim Budget Actuals through October 31, 2018)		Year To Date					Annual Budget				
MSA SA		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted (July 1) Budget	Proposed First Interim Budget	Adopted Budget vs. Proposed 1st Interim	First Interim Remaining	Actuals as % of First Interim
EXPENSES DETAIL											
Certificated Salaries											
1100	TeacherSalaries	102,215	192,299	201,592	204,220	700,325	2,646,248	2,430,091	(216,156)	1,729,766	29%
1300	Cert Adminis	59,670	46,468	45,154	43,840	195,132	641,922	602,598	(39,324)	407,466	32%
	SUBTOTAL - Certificated Salaries	**161,885**	**238,767**	**246,746**	**248,060**	**895,457**	**3,288,170**	**3,032,689**	**(255,480)**	**2,137,232**	**30%**
Classified Salaries											
2400	Clerical & Tech	16,403	21,644	20,892	20,492	79,431	278,368	245,391	(32,977)	165,960	32%
2900	OtherClassStaff	25,856	47,892	56,273	55,494	185,515	419,121	539,934	120,813	354,419	34%
	SUBTOTAL - Classified Salaries	**42,260**	**69,536**	**77,165**	**75,986**	**264,947**	**697,489**	**785,325**	**87,836**	**520,378**	**34%**
Employee Benefits											
3101	STRS	10,429	40,315	40,770	41,032	132,546	505,321	501,560	(3,761)	369,014	26%
3202	PERS	5,263	10,171	12,243	11,642	39,319	92,125	114,423	22,299	75,105	34%
3301	OASDI/Med	5,436	8,319	9,022	8,950	31,727	112,459	118,135	5,676	86,408	27%
3401	HlthWelfare	2,985	70,908	18,060	54,692	146,645	607,060	609,744	2,684	463,099	24%
3501	UnemployIns	-	472	-	417	888	2,502	2,502	-	1,614	35%
3601	WorkersCmp	11,052	3,682	3,683	1,364	19,781	44,879	42,847	(2,032)	23,066	46%
3901	OthBenes	-	-	-	-	-	20,658	20,658	-	20,658	0%
	SUBTOTAL - Employee Benefits	**35,166**	**133,866**	**83,777**	**118,097**	**370,906**	**1,385,003**	**1,409,868**	**24,866**	**1,038,963**	**26%**
Books & Supplies											
4100	Text&CoreCurric	-	-	-	-	-	22,121	28,324	6,203	28,324	0%
4200	BooksOthRefMats	-	-	-	-	-	5,311	5,311	-	5,311	0%
4310	Ins Mats & Sups	-	87	179	16	282	70,000	61,124	(8,876)	60,842	0%
4320	Office Supplies	-	975	1,994	545	3,514	13,664	13,664	-	10,150	26%
4326	Arts&MusicSupps	-	-	-	-	-	5,311	2,311	(3,000)	2,311	0%
4335	PE Supplies	-	-	-	47	47	25,000	35,000	10,000	34,953	0%
4340	Educat Software	-	5,714	10,333	4,172	20,220	80,648	62,115	(18,533)	41,896	33%
4345	NonInstStdntSup	-	-	-	-	-	7,500	5,000	(2,500)	5,000	0%
4346	TeacherSupplies	-	-	-	-	-	10,621	10,621	-	10,621	0%
4350	Cust. Supplies	-	-	-	2,466	2,466	21,343	21,343	-	18,877	12%
4400	NonCapEquip-Gen	-	-	-	-	-	25,000	15,000	(10,000)	15,000	0%
4430	OffceFurnEqp<5k	-	-	-	-	-	2,648	4,148	1,500	4,148	0%
4440	Computers <$5k	-	-	174	-	174	2,655	32,655	30,000	32,481	1%
4460	Fixed Asset Suspense	-	-	-	-	-	-	17,000	17,000	17,000	0%
4710	Food	-	-	-	-	-	357,547	357,547	-	357,547	0%
4720	Food:Other Food	-	-	392	-	392	8,000	4,000	(4,000)	3,608	10%
4999	Misc Exp-Suspense	87	7,060	(0)	10,127	17,274	-	-	-	(17,274)	-
	SUBTOTAL - Books and Supplies	**87**	**13,835**	**13,072**	**17,374**	**44,369**	**657,369**	**675,164**	**17,794**	**630,795**	**7%**

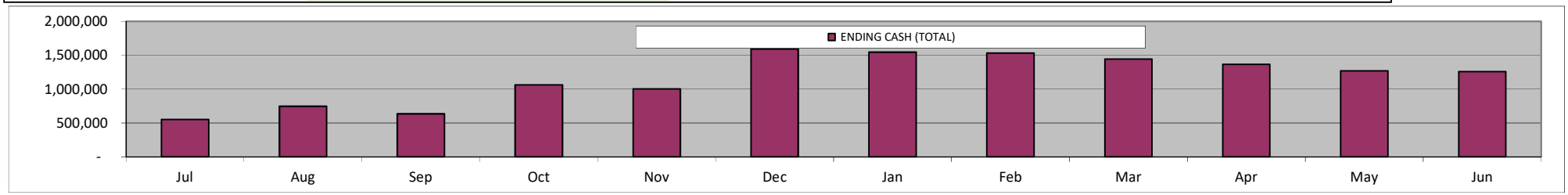
2018-19 First Interim Budget Actuals through October 31, 2018)		Year To Date					Annual Budget				
MSA SA		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted (July 1) Budget	Proposed First Interim Budget	Adopted Budget vs. Proposed 1st Interim	First Interim Remaining	Actuals as % of First Interim
Services & Other Operating Expenses											
5101	CMO Fees	-	269,311	89,770	89,770	448,852	997,937	404,170	(593,767)	(44,682)	111%
5205	Conference Fees	-	-	-	-	-	10,000	-	(10,000)	-	-
5210	MilesParkTolls	-	-	179	195	373	3,000	3,000	-	2,627	12%
5215	TravConferences	-	-	-	-	-	-	7,500	7,500	7,500	0%
5220	TraLodging	-	-	-	-	-	5,000	5,000	-	5,000	0%
5300	DuesMemberships	-	-	450	-	450	36,263	36,118	(145)	35,668	1%
5450	Other Insurance	7,460	2,486	2,485	1,675	14,106	40,000	40,000	-	25,894	35%
5500	OpsHousekeeping	1,317	1,317	1,317	1,317	5,267	40,000	40,000	-	34,733	13%
5510	Gas & Electric	-	11,726	11,090	9,602	32,417	120,000	120,000	-	87,583	27%
5610	Rent & Leases	-	-	-	-	-	-	-	-	-	-
5620	EquipmentLeases	2,214	2,532	3,207	3,127	11,080	50,286	50,286	-	39,206	22%
5630	Reps&MaintBldng	-	24,268	9,400	1,755	35,424	85,000	50,000	(35,000)	14,576	71%
5800	ProfessServices	-	-	16,752	1,476	18,228	269,267	49,240	(220,027)	31,012	37%
5810	Legal	-	1,791	21,966	-	23,756	15,000	195,000	180,000	171,244	12%
5811	Property Tax	-	-	-	-	-	-	3,393	3,393	3,393	0%
5813	SchPrgAftSchool	-	-	-	-	-	5,500	5,500	-	5,500	0%
5814	SchPrgAcadComps	-	-	-	815	815	11,000	11,000	-	10,185	7%
5819	SchlProgs-Other	-	-	-	1,421	1,421	7,100	18,521	11,421	17,100	8%
5820	Audit & CPA	-	-	-	-	-	11,684	11,684	-	11,684	0%
5835	Field Trips	-	-	-	450	450	35,000	-	(35,000)	(450)	-
5836	FieldTrip Trans	-	-	-	-	-	-	31,740	31,740	31,740	0%
5840	MarkngStdtRecrt	-	-	8,860	10,610	19,471	20,000	20,000	-	529	97%
5850	Oversight Fees	-	-	-	-	-	79,550	79,550	-	79,550	0%
5857	Payroll Fees	-	1,873	-	-	1,873	35,900	35,900	-	34,028	5%
5860	Service Fees	231	307	577	201	1,317	2,932	2,932	-	1,615	45%
5863	Prof Developmnt	-	-	604	2,365	2,969	30,418	19,044	(11,374)	16,075	16%
5864	Prof Dev-Other	-	-	-	85	85	70,682	73,803	3,121	73,718	0%
5869	SpEd Ctrct Inst	-	-	-	-	-	-	213,505	213,505	213,505	0%
5872	SpEd Fees	-	-	-	-	-	-	19,709	19,709	19,709	0%
5884	Substitutes	-	-	2,120	2,060	4,180	85,000	75,441	(9,559)	71,261	6%
5890	OthSvcsNon-Inst	-	-	-	-	-	3,000	3,000	-	3,000	0%
5900	Communications	-	-	-	-	-	3,090	3,090	-	3,090	0%
5920	TelecomInternet	-	-	479	958	1,437	73,161	73,161	-	71,724	2%
5930	PostageDelivery	-	1,101	85	635	1,821	10,621	10,621	-	8,800	17%
5940	Technology	-	-	-	-	-	-	-	-	-	-
	SUBTOTAL - Services & Operations	**11,222**	**316,712**	**169,341**	**128,517**	**625,792**	**2,156,391**	**1,711,908**	**(444,483)**	**1,086,116**	**37%**

2018-19 First Interim Budget Actuals through October 31, 2018)		Year To Date					Annual Budget				
MSA SA		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted (July 1) Budget	Proposed First Interim Budget	Adopted Budget vs. Proposed 1st Interim	First Interim Remaining	Actuals as % of First Interim
Capital Outlay & Depreciation											
6100	Site Imp (Pre-Capitalization)	-	-	-	-	-	-	-	-	-	-
6400	EquipFixed	-	-	-	-	-	-	-	-	-	-
6900	Depreciation	-	-	-	199,022	199,022	597,067	597,067	-	398,045	33%
	SUBTOTAL - Cap Outlay & Depreciation	**-**	**-**	**-**	**199,022**	**199,022**	**597,067**	**597,067**	**-**	**398,045**	**33%**
Other Outflows											
7299	Encroachment	-	-	-	-	-	19,709	-	(19,709)	-	-
7438	InterestExpense	43,042	45,056	129,934	45,056	263,087	595,203	595,203	-	332,116	44%
	SUBTOTAL - Other Outflows	**43,042**	**45,056**	**129,934**	**45,056**	**263,087**	**614,912**	**595,203**	**(19,709)**	**332,116**	**44%**
TOTAL EXPENSES		**293,574**	**788,551**	**765,092**	**832,112**	**2,663,580**	**9,396,401**	**8,807,225**	**(589,176)**	**6,143,645**	**30%**

Monthly Cash Flow (Actuals + Projections)

MSA-SA	Jul ACTUALS	Aug ACTUALS	Sep ACTUALS	Oct ACTUALS	Nov BUDGET	Dec BUDGET	Jan BUDGET	Feb BUDGET	Mar BUDGET	Apr BUDGET	May BUDGET	Jun BUDGET	Accruals BUDGET	TOTAL
BEGINNING CASH	**708,858**	**351,947**	**412,369**	**317,183**	**433,476**	**679,629**	**1,335,711**	**1,287,948**	**1,274,682**	**1,183,663**	**1,107,230**	**1,013,285**	**1,000,900**	
Revenue														
LCFF Entitlement	270,445	971,094	521,735	1,007,872	486,802	521,735	486,802	486,802	554,889	428,703	428,703	428,703	453,504	**7,047,790**
Federal Revenue	-	-	-	-	74,712	20,464	32,113	74,712	65,332	71,317	112,411	108,905	139,879	**699,845**
Other State Revenues	17,322	-	114,885	31,179	55,081	135,204	119,903	99,307	81,371	104,757	45,473	130,101	50,306	**984,889**
Other Local Revenues	369	362	2,272	12,645	15,278	7,814	3,365	15,859	5,485	4,569	5,247	5,685	(1,751)	**77,199**
Total Revenue	**288,136**	**971,457**	**638,893**	**1,051,696**	**631,873**	**685,217**	**642,183**	**676,680**	**707,076**	**609,346**	**591,834**	**673,394**	**641,939**	**8,809,723**
Expenses														
Certificated Salaries	161,885	238,767	246,746	248,060	259,058	259,058	259,058	259,058	259,058	259,058	259,058	259,058	64,765	**3,032,689**
Classified Salaries	42,260	69,536	77,165	75,986	63,461	63,461	63,461	63,461	63,461	63,461	63,461	63,461	12,692	**785,325**
Benefits	35,166	133,866	83,777	118,097	122,231	122,231	122,231	122,231	122,231	122,231	122,231	122,231	61,115	**1,409,868**
Books and Supplies	87	13,835	13,072	17,374	73,270	73,270	73,270	73,270	73,270	73,270	73,270	73,270	44,636	**675,164**
Services and Operations	11,222	316,712	169,341	128,517	124,391	124,391	124,391	124,391	124,391	124,391	124,391	124,391	90,984	**1,711,908**
Depreciation / Cap Outlay	-	-	-	199,022	49,756	49,756	49,756	49,756	49,756	49,756	49,756	49,756	-	**597,067**
Other Outflows	43,042	45,056	129,934	45,056	41,515	41,515	41,515	41,515	41,515	41,515	41,515	41,515	-	**595,203**
Total Expenses	**293,661**	**817,772**	**720,036**	**832,112**	**733,682**	**733,682**	**733,682**	**733,682**	**733,682**	**733,682**	**733,682**	**733,682**	**274,192**	**8,807,225**
Other Transactions Affecting Cash														
Revenues - Prior Year Accruals	95,827	3,847	57,262	5,356	-	593,311	-	-	-	-	-	-		**755,603**
Accounts Receivable - Bond Project			(585,395)	-	-	-	-	-	-	-	-	-		**(585,395)**
Other Assets	(14)	14	-	-	-	-	-	-	-	-	-	-		**-**
Fixed Assets				199,022	49,756	49,756	49,756	49,756	49,756	49,756	49,756	49,756		**597,067**
Due To (From)			600,000	-	-	-	-	-	-	-	-	-		**600,000**
Expenses - Prior Year Accruals	(252,716)	30,254	3,497	(1,098)	-	-	-	-	-	-	-	-		**(220,063)**
Accounts Payable - Current Year			-	-	-	-	-	-	-	-	-	-		**-**
Summer Holdback for Teachers	5,647	5,647	5,647	5,647	5,647	5,647	5,647	5,647	5,647	5,647	5,647	5,647		**67,764**
Loans Payable (Current)			-	-	-	-	-	-	-	-	-	-		**-**
Loans Payable (Long Term)			(111,204)	-	(11,667)	(11,667)	(11,667)	(11,667)	(119,816)	(7,500)	(7,500)	(7,500)		**(300,187)**
Total Other Transactions	**(151,256)**	**39,762**	**(30,193)**	**208,927**	**43,736**	**637,047**	**43,736**	**43,736**	**(64,414)**	**47,903**	**47,903**	**47,903**		**914,790**
Total Change in Cash	**(156,780)**	**193,447**	**(111,336)**	**428,512**	**(58,072)**	**588,582**	**(47,763)**	**(13,266)**	**(91,019)**	**(76,433)**	**(93,945)**	**(12,385)**		**917,287**

ENDING CASH (Local Bank 9120)	351,947	412,369	317,183	433,476	679,629	1,335,711	1,287,948	1,274,682	1,183,663	1,107,230	1,013,285	1,000,900	
ENDING CASH (County Treas. & Other)	200,131	333,156	317,006	629,225	325,000	257,500	257,500	257,500	257,500	257,500	257,500	257,500	
ENDING CASH (TOTAL)	**552,078**	**745,525**	**634,189**	**1,062,701**	**1,004,629**	**1,593,211**	**1,545,448**	**1,532,182**	**1,441,163**	**1,364,730**	**1,270,785**	**1,258,400**	



MSA-SD Executive Summary

SUMMARY OF RESULTS

This latest First Interim Budget update projects a budget deficit of ($394,229).
This is an decrease of ($394,452) from the original July 1 Budget projected surplus of $223.
This will allow MSA-SD to end this fiscal year with a balance of $771,083, which is 17.0% of annual expenditures.

CASH FLOW

Operating cash flow is projected to remain positive throughout this fiscal year, as shown in the attached monthly cash flow schedule.
The lowest projected ending cash balance this fiscal year is $360,904, which represents 29 days of operating costs on average.
This cash flow takes into account all intercompany loans made to date, but does not assume additional loans until approved by the Board.

SIGNIFICANT CHANGES IN REVENUE (Total change from July Budget = decrease of ($383,393), or -8.5% of July Budget revenues)

LCFF Entitlement: These "Local Control Funding Formula" revenues are the primary funding source for the school.
LCFF Entitlement projected revenues are ($553,768) lower than in the July Budget, due to average daily attendance (ADA) decreasing by 74.

Federal Revenues: This consists of Title I-IV "Every Student Succeeds Act" (ESSA) funding, federal special education, and federal food programs.
Federal Revenues are projected at $9,397 higher than in the July Budget, due primarily to updated ESSA funding levels.

Other State Revenues: These are the non-LCFF state revenues such as Lottery, Facility Grant, and one-time block grants.
Other State Revenues are projected at $150,978 higher than in the July Budget, primarily due to a reduction in one-time funding from July estimates.

Other Local Revenues: These are the non-LCFF state revenues such as Lottery, Facility Grant, and one-time block grants.
Other Local Revenues are projected at $10,000 higher than in the July Budget, reflecting updated projections of fundraising and other local revenue.

SIGNIFICANT CHANGES IN EXPENSES (Total change from July Budget = increase of $11,059, or 0.2% of July Budget expenses)

Salaries and Benefits: This includes all employee pay, plus benefits such as retirement, healthcare, Medicare, Social Security, etc.
Salaries and Benefits costs are $9,692 higher than in the July Budget, reflecting budget adjustments to address changes in enrollment and other factors.

Books & Supplies: This category includes textbooks, computers, supplies, and other instructional and non-instructional materials and equipment.
Books & Supplies costs are projected at $22,671 higher than in the July Budget, due to targeted budget adjustments (see detail).

Services & Operating Expenses: These include all contracted services as well as travel, insurance, rent, legal costs, and other service-related expenses.
Services & Operating costs are projected to be ($67,522) lower than in the July Budget, due to targeted budget adjustments (see detail).

Depreciation, Capital Outlay, and Other Outgo: This category includes depreciation on fixed assets, interest, and SELPA encroachment.
These costs are projected at $46,218 higher than in the July Budget, reflecting updated depreciation and encroachment projections.

DMS
DELTA MANAGED SOLUTIONS

2018-19 First Interim Budget Actuals through October 31, 2018)	Year To Date					Annual Budget				
MSA SD	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted (July 1) Budget	Proposed First Interim Budget	Adopted Budget vs. Proposed 1st Interim	First Interim Remaining	Actuals as % of First Interim
SUMMARY										
Revenue										
LCFF Entitlement	79,176	175,960	363,080	253,842	872,058	3,724,672	3,170,904	(553,768)	2,298,846	28%
Federal Revenue	-	-	-	-	-	134,778	144,175	9,397	144,175	0%
Other State Revenues	9,620	-	26,936	28,239	64,795	590,983	741,961	150,978	677,166	9%
Other Local Revenues	500	-	828	6,544	7,873	79,331	89,331	10,000	81,458	9%
Total Revenue	**89,296**	**175,960**	**390,844**	**288,625**	**944,726**	**4,529,764**	**4,146,371**	**(383,393)**	**3,201,645**	**23%**
Expenses										
Certificated Salaries	94,940	127,178	128,586	131,584	482,288	1,664,407	1,550,529	(113,878)	1,068,241	31%
Classified Salaries	25,053	27,475	29,806	28,011	110,345	238,576	349,013	110,437	238,668	32%
Benefits	19,286	67,724	55,169	34,341	176,521	696,366	709,499	13,133	532,978	25%
Books and Supplies	-	13,908	19,806	27,488	61,202	136,427	159,098	22,671	97,896	38%
Services and Operating Exp.	49,780	162,068	117,439	116,944	446,231	1,736,112	1,668,590	(67,522)	1,222,359	27%
Depreciation & Cap Outlay	-	12,800	-	15,216	28,016	45,647	103,871	58,224	75,855	27%
Other Outflows	-	-	-	-	(0)	12,006	-	(12,006)	0	-
Total Expenses	**189,058**	**411,153**	**350,807**	**353,584**	**1,304,601**	**4,529,541**	**4,540,600**	**11,059**	**3,235,998**	**29%**
Operating Income					**(359,876)**	**223**	**(394,229)**	**(394,452)**	**(34,353)**	
Fund Balance										
Beginning Balance (Unaudited)						1,165,312	1,165,312			
Operating Income						223	(394,229)			
Ending Fund Balance						**1,165,535**	**771,083**			

DMS
DELTA MANAGED SOLUTIONS

2018-19 First Interim Budget Actuals through October 31, 2018)		Year To Date					Annual Budget				
MSA SD		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted (July 1) Budget	Proposed First Interim Budget	Adopted Budget vs. Proposed 1st Interim	First Interim Remaining	Actuals as % of First Interim
REVENUE DETAIL											
LCFF Entitlement											
8011	State Aid	40,408	41,202	74,958	74,164	230,732	1,016,244	833,021	(183,223)	602,289	28%
8012	EPA Entitlement	-	-	19,399	-	19,399	92,299	78,074	(14,225)	58,675	25%
8019	Prior Year Adjustments	-	-	(794)	-	(794)	-	-	-	794	-
8096	InLieuPropTaxes	38,768	134,758	269,517	179,678	622,721	2,616,129	2,259,809	(356,320)	1,637,088	28%
	SUBTOTAL - LCFF Entitlement	**79,176**	**175,960**	**363,080**	**253,842**	**872,058**	**3,724,672**	**3,170,904**	**(553,768)**	**2,298,846**	**28%**
Federal Revenue											
8181	SpEd - Revenue	-	-	-	-	-	50,500	50,500	-	50,500	0%
8220	SchLunchFederal	-	-	-	-	-	33,724	33,724	-	33,724	0%
8290	All Other Federal Revenue	-	-	-	-	-	50,554	59,951	9,397	59,951	0%
	SUBTOTAL - Federal Revenue	**-**	**-**	**-**	**-**	**-**	**134,778**	**144,175**	**9,397**	**144,175**	**0%**
Other State Revenue											
8311	SpEd Revenue	9,620	-	26,936	17,316	53,872	240,900	240,900	-	187,028	22%
8520	SchoolNutrState	-	-	-	-	-	2,172	2,172	-	2,172	0%
8550	MandCstReimburs	-	-	-	-	-	139,401	77,741	(61,660)	77,741	0%
8560	StateLotteryRev	-	-	-	10,923	10,923	89,530	89,530	-	78,607	12%
8590	AllOthStateRev	-	-	-	-	-	118,980	331,618	212,638	331,618	0%
	SUBTOTAL - Other State Revenue	**9,620**	**-**	**26,936**	**28,239**	**64,795**	**590,983**	**741,961**	**150,978**	**677,166**	**9%**
Local Revenue											
8634	StudentLunchFee	-	-	-	-	-	-	-	-	-	-
8650	Leases &Rentals	-	-	-	-	-	2,500	2,500	-	2,500	0%
8660	Interest	500	-	828	52	1,380	-	5,000	5,000	3,620	28%
8698	OthRev-Suspense	-	-	-	-	-	-	-	-	-	-
8699	Other Revenue	-	-	-	6,493	6,493	76,831	81,831	5,000	75,338	8%
8791	SpEd Revenue (Local)	-	-	-	-	-	-	-	-	-	-
8999	Revenues-Susp	-	-	-	-	-	-	-	-	-	-
	SUBTOTAL - Local Revenue	**500**	**-**	**828**	**6,544**	**7,873**	**79,331**	**89,331**	**10,000**	**81,458**	**9%**
TOTAL REVENUE		**89,296**	**175,960**	**390,844**	**288,625**	**944,726**	**4,529,764**	**4,146,371**	**(383,393)**	**3,201,645**	**23%**

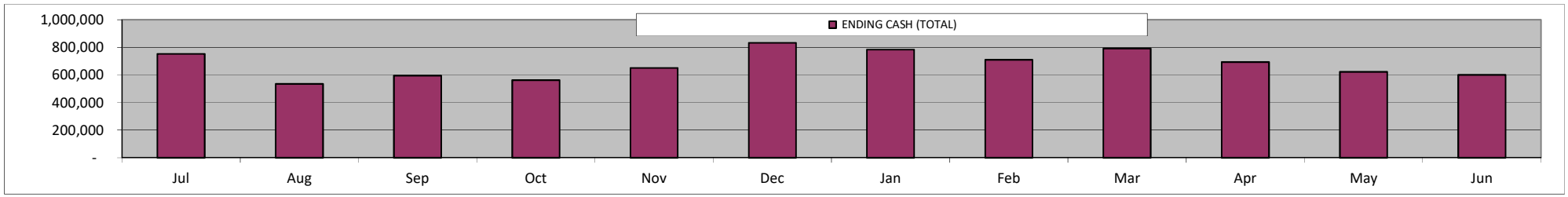
2018-19 First Interim Budget Actuals through October 31, 2018)		Year To Date					Annual Budget				
MSA SD		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted (July 1) Budget	Proposed First Interim Budget	Adopted Budget vs. Proposed 1st Interim	First Interim Remaining	Actuals as % of First Interim
EXPENSES DETAIL											
Certificated Salaries											
1100	TeacherSalaries	42,300	93,718	95,189	98,202	329,409	1,238,279	1,137,941	(100,338)	808,532	29%
1300	Cert Adminis	52,640	33,460	33,397	33,382	152,879	426,128	412,588	(13,540)	259,709	37%
	SUBTOTAL - Certificated Salaries	**94,940**	**127,178**	**128,586**	**131,584**	**482,288**	**1,664,407**	**1,550,529**	**(113,878)**	**1,068,241**	**31%**
Classified Salaries											
2400	Clerical & Tech	9,337	10,575	10,631	10,308	40,851	59,644	115,919	56,275	75,068	35%
2900	OtherClassStaff	15,716	16,900	19,175	17,703	69,493	178,932	233,094	54,162	163,601	30%
	SUBTOTAL - Classified Salaries	**25,053**	**27,475**	**29,806**	**28,011**	**110,345**	**238,576**	**349,013**	**110,437**	**238,668**	**32%**
Employee Benefits											
3101	STRS	8,442	21,222	21,001	21,481	72,146	248,164	248,164	-	176,017	29%
3202	PERS	2,354	4,574	4,874	4,787	16,589	36,329	36,329	-	19,740	46%
3301	OASDI/Med	2,915	3,571	3,855	3,772	14,113	51,069	51,069	-	36,955	28%
3401	HlthWelfare	1,487	36,777	24,075	402	62,741	337,971	351,104	13,133	288,364	18%
3501	UnemployIns	-	217	-	216	434	1,141	1,141	-	707	38%
3601	WorkersCmp	4,088	1,363	1,364	3,683	10,498	21,428	21,428	-	10,930	49%
3901	OthBenes	-	-	-	-	-	264	264	-	264	0%
	SUBTOTAL - Employee Benefits	**19,286**	**67,724**	**55,169**	**34,341**	**176,521**	**696,366**	**709,499**	**13,133**	**532,978**	**25%**
Books & Supplies											
4100	Text&CoreCurric	-	-	(1,001)	-	(1,001)	5,150	5,150	-	6,151	-19%
4200	BooksOthRefMats	-	-	-	-	-	5,150	2,150	(3,000)	2,150	0%
4310	Ins Mats & Sups	-	-	-	-	-	30,000	58,621	28,621	58,621	0%
4315	OthrSupplies	-	-	-	-	-	-	(0)	(0)	(0)	0%
4320	Office Supplies	-	-	677	549	1,226	9,270	9,270	-	8,044	13%
4326	Arts&MusicSupps	-	-	-	-	-	2,334	2,334	-	2,334	0%
4335	PE Supplies	-	-	-	-	-	3,605	1,280	(2,325)	1,280	0%
4340	Educat Software	-	375	3,282	-	3,657	13,654	14,029	375	10,372	26%
4345	NonInstStdntSup	-	-	74	-	74	6,365	6,365	-	6,291	1%
4346	TeacherSupplies	-	-	-	-	-	2,500	2,500	-	2,500	0%
4350	Cust. Supplies	-	-	-	-	-	6,365	6,365	-	6,365	0%
4430	OffceFurnEqp<5k	-	-	-	-	-	3,468	3,468	-	3,468	0%
4440	Computers <$5k	-	-	-	-	-	1,000	-	(1,000)	-	-
4710	Food	-	-	-	-	-	40,670	40,670	-	40,670	0%
4720	Food:Other Food	-	-	242	2,044	2,286	6,896	6,896	-	4,610	33%
4999	Misc Exp-Suspense	-	13,533	16,531	24,896	54,960	-	-	-	(54,960)	-
	SUBTOTAL - Books and Supplies	**-**	**13,908**	**19,806**	**27,488**	**61,202**	**136,427**	**159,098**	**22,671**	**97,896**	**38%**

2018-19 First Interim Budget Actuals through October 31, 2018)		Year To Date					Annual Budget				
MSA SD		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted (July 1) Budget	Proposed First Interim Budget	Adopted Budget vs. Proposed 1st Interim	First Interim Remaining	Actuals as % of First Interim
Services & Other Operating Expenses											
5101	CMO Fees	-	68,286	34,143	34,143	136,571	409,714	409,714	-	273,143	33%
5205	Conference Fees	-	-	-	-	-	4,790	4,790	-	4,790	0%
5210	MilesParkTolls	-	-	25	1,570	1,595	7,426	2,426	(5,000)	832	66%
5215	TravConferences	-	-	-	-	-	-	-	-	-	-
5220	TraLodging	-	-	76	1,839	1,915	7,210	6,210	(1,000)	4,295	31%
5300	DuesMemberships	-	-	1,020	-	1,020	5,729	5,729	-	4,709	18%
5450	Other Insurance	5,027	1,676	1,675	2,485	10,863	22,550	22,550	-	11,687	48%
5500	OpsHousekeeping	371	742	1,137	491	2,741	56,650	36,650	(20,000)	33,909	7%
5510	Gas & Electric	301	3,995	7,773	8,123	20,191	30,000	30,000	-	9,809	67%
5610	Rent & Leases	39,480	79,480	59,480	59,480	237,919	713,760	713,760	-	475,841	33%
5620	EquipmentLeases	-	700	1,479	1,250	3,429	10,609	10,609	-	7,180	32%
5630	Reps&MaintBldng	-	-	100	2,387	2,487	42,000	27,000	(15,000)	24,513	9%
5800	ProfessServices	3,534	(3,534)	1,740	3,982	5,721	80,660	22,310	(58,350)	16,589	26%
5810	Legal	-	-	728	-	728	15,450	15,450	-	14,723	5%
5811	Property Tax	-	-	-	-	-	-	-	-	-	-
5813	SchPrgAftSchool	-	-	-	-	-	79,380	79,380	-	79,380	0%
5814	SchPrgAcadComps	-	-	-	-	-	4,635	2,635	(2,000)	2,635	0%
5819	SchlProgs-Other	-	-	-	-	-	1,133	1,133	-	1,133	0%
5820	Audit & CPA	-	-	-	-	-	10,609	10,609	-	10,609	0%
5825	DMSBusinessSvcs	-	-	-	-	-	-	-	-	-	-
5835	Field Trips	-	-	-	-	-	45,000	20,000	(25,000)	20,000	0%
5836	FieldTrip Trans	-	-	-	-	-	-	-	-	-	-
5840	MarkngStdtRecrt	-	-	991	-	991	15,000	10,847	(4,153)	9,856	9%
5850	Oversight Fees	-	7,068	2,035	-	9,103	37,247	37,247	-	28,144	24%
5857	Payroll Fees	-	-	-	-	-	16,444	16,444	-	16,444	0%
5860	Service Fees	-	-	33	-	33	1,061	1,061	-	1,028	3%
5863	Prof Developmnt	-	-	-	-	-	12,360	12,360	-	12,360	0%
5864	Prof Dev-Other	-	-	-	-	-	15,725	8,725	(7,000)	8,725	0%
5869	SpEd Ctrct Inst	-	-	295	-	295	-	57,975	57,975	57,680	1%
5872	SpEd Fees	-	-	-	-	-	-	12,006	12,006	12,006	0%
5875	StaffRecruiting	-	-	-	-	-	-	-	-	-	-
5884	Substitutes	-	-	1,627	636	2,263	25,000	25,000	-	22,737	9%
5890	OthSvcsNon-Inst	-	-	-	-	-	1,500	1,500	-	1,500	0%
5900	Communications	-	-	-	280	280	35,063	35,063	-	34,783	1%
5920	TelecomInternet	1,068	3,076	3,083	280	7,507	24,258	24,258	-	16,751	31%
5930	PostageDelivery	-	579	-	-	579	5,150	5,150	-	4,571	11%
5940	Technology	-	-	-	-	-	-	-	-	-	-
	SUBTOTAL - Services & Operations	**49,780**	**162,068**	**117,439**	**116,944**	**446,231**	**1,736,112**	**1,668,590**	**(67,522)**	**1,222,359**	**27%**

2018-19 First Interim Budget Actuals through October 31, 2018)		Year To Date					Annual Budget				
MSA SD		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted (July 1) Budget	Proposed First Interim Budget	Adopted Budget vs. Proposed 1st Interim	First Interim Remaining	Actuals as % of First Interim
Capital Outlay & Depreciation											
6100	Site Imp (Pre-Capitalization)	-	12,800	-	-	12,800	-	29,224	29,224	16,424	44%
6400	EquipFixed	-	-	-	-	-	-	29,000	29,000	29,000	0%
6900	Depreciation	-	-	-	15,216	15,216	45,647	45,647	-	30,431	33%
	SUBTOTAL - Cap Outlay & Depreciation	**-**	**12,800**	**-**	**15,216**	**28,016**	**45,647**	**103,871**	**58,224**	**75,855**	**27%**
Other Outflows											
7299	Encroachment	-	-	-	-	-	12,006	-	(12,006)	-	-
7438	InterestExpense	-	-	-	-	(0)	-	-	-	0	-
	SUBTOTAL - Other Outflows	**-**	**-**	**-**	**-**	**(0)**	**12,006**	**-**	**(12,006)**	**0**	**-**
TOTAL EXPENSES		**146,045**	**375,207**	**326,225**	**353,584**	**1,304,601**	**4,529,541**	**4,540,600**	**11,059**	**3,235,998**	**29%**

Monthly Cash Flow (Actuals + Projections)

MSA-SD	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	TOTAL
	ACTUALS	ACTUALS	ACTUALS	ACTUALS	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	
BEGINNING CASH	**764,391**	**416,675**	**360,904**	**376,284**	**382,611**	**468,804**	**649,454**	**689,749**	**615,783**	**697,734**	**599,063**	**528,452**	**505,862**	
Revenue														
LCFF Entitlement	79,176	175,960	363,080	253,842	253,842	273,241	253,842	253,842	397,678	214,189	214,189	237,264	200,758	**3,170,904**
Federal Revenue	-	-	-	-	14,260	4,248	4,248	14,260	4,248	29,498	14,260	4,248	54,906	**144,175**
Other State Revenues	9,620	-	26,936	28,239	27,789	256,798	65,824	29,403	52,143	29,761	72,388	108,016	35,044	**741,961**
Other Local Revenues	500	-	828	6,544	4,718	23,200	4,718	5,365	4,718	4,718	5,389	4,718	23,916	**89,331**
Total Revenue	**89,296**	**175,960**	**390,844**	**288,625**	**300,609**	**557,487**	**328,632**	**302,870**	**458,787**	**278,166**	**306,226**	**354,246**	**314,624**	**4,146,371**
Expenses														
Certificated Salaries	94,940	127,178	128,586	131,584	129,484	129,484	129,484	129,484	129,484	129,484	129,484	129,484	32,371	**1,550,529**
Classified Salaries	25,053	27,475	29,806	28,011	29,106	29,106	29,106	29,106	29,106	29,106	29,106	29,106	5,821	**349,013**
Benefits	19,286	67,724	55,169	34,341	62,703	62,703	62,703	62,703	62,703	62,703	62,703	62,703	31,352	**709,499**
Books and Supplies	-	13,908	19,806	27,488	(37,677)	17,282	17,282	17,282	17,282	17,282	17,282	17,282	14,598	**159,098**
Services and Operations	49,780	162,068	117,439	116,944	143,248	143,248	143,248	143,248	143,248	143,248	143,248	143,248	76,374	**1,668,590**
Depreciation / Cap Outlay	-	12,800	-	15,216	9,482	9,482	9,482	9,482	9,482	9,482	9,482	9,482	-	**103,871**
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Total Expenses	**189,058**	**411,153**	**350,807**	**353,584**	**336,346**	**391,305**	**391,305**	**391,305**	**391,305**	**391,305**	**391,305**	**391,305**	**160,515**	**4,540,600**
Other Transactions Affecting Cash														
Revenues - Prior Year Accruals	155,268	(352)	16,391	11,803	102,205	-	-	-	-	-	-	-		**285,315**
Accounts Receivable - Current Year			-	-	-	-	-	-	-	-	-	-		**-**
Other Assets	(18,357)	13,483	-	2,890	8,182	-	-	-	-	-	-	-		**6,198**
Fixed Assets				15,216	9,482	9,482	9,482	9,482	9,482	9,482	9,482	9,482		**91,071**
Due To (From)	13,371		-	-	-	-	-	-	-	-	-	-		**13,371**
Expenses - Prior Year Accruals	(67,214)		-	-	-	-	-	-	-	-	-	-		**(67,214)**
Accounts Payable - Current Year			(1,416)	(3,111)	-	-	-	-	-	-	-	-		**(4,527)**
Summer Holdback for Teachers	4,987	4,987	4,987	4,987	4,987	4,987	4,987	4,987	4,987	4,987	4,987	4,987		**59,844**
Loans Payable (Current)			-	-	-	-	-	-	-	-	-	-		**-**
Loans Payable (Long Term)	-	-	-	-	-	-	-	-	-	-	-	-		**-**
Total Other Transactions	**88,055**	**18,118**	**19,962**	**31,785**	**124,856**	**14,469**	**14,469**	**14,469**	**14,469**	**14,469**	**14,469**	**14,469**		**384,059**
Total Change in Cash	**(11,707)**	**(217,075)**	**59,999**	**(33,174)**	**89,120**	**180,650**	**(48,205)**	**(73,967)**	**81,951**	**(98,671)**	**(70,611)**	**(22,591)**		**(10,170)**
ENDING CASH (Local Bank 9120)	416,675	360,904	376,284	382,611	468,804	649,454	689,749	615,783	697,734	599,063	528,452	505,862		
ENDING CASH (County Treas. & Other)	336,009	174,705	219,324	179,823	182,750	182,750	94,250	94,250	94,250	94,250	94,250	94,250		
ENDING CASH (TOTAL)	**752,684**	**535,609**	**595,608**	**562,434**	**651,554**	**832,204**	**783,999**	**710,033**	**791,984**	**693,313**	**622,702**	**600,112**		



MERF Executive Summary

SUMMARY OF RESULTS

This latest First Interim Budget update projects a budget deficit of ($421,886).

This is an decrease of ($671,886) from the original July 1 Budget projected surplus of $250,000.

This will allow MERF to end this fiscal year with a balance of $372,073, which is 6.3% of annual expenditures.

CASH FLOW

Operating cash flow is projected to remain positive throughout this fiscal year, as shown in the attached monthly cash flow schedule.

The lowest projected ending cash balance this fiscal year is $368,643, which represents 23 days of operating costs on average.

This cash flow takes into account all intercompany loans made to date, but does not assume additional loans until approved by the Board.

SIGNIFICANT CHANGES IN REVENUE (Total change from July Budget = decrease of ($566,269), or -9.3% of July Budget revenues)

Other Local Revenues: This category includes all MERF revenues from the sites, as well as other schoolwide revenue sources.

LCFF Entitlement projected revenues are $0 lower than in the July Budget, due to average daily attendance (ADA) decreasing by 0.

SIGNIFICANT CHANGES IN EXPENSES (Total change from July Budget = increase of $105,617, or 1.8% of July Budget expenses)

Salaries and Benefits: This includes all employee pay, plus benefits such as retirement, healthcare, Medicare, Social Security, etc.

Salaries and Benefits costs are $18,417 higher than in the July Budget, reflecting budget adjustments to address changes in enrollment and other factors.

Books & Supplies: This category includes textbooks, computers, supplies, and other instructional and non-instructional materials and equipment.

Books & Supplies costs are projected at $12,781 higher than in the July Budget, due to targeted budget adjustments (see detail).

Services & Operating Expenses: These include all contracted services as well as travel, insurance, rent, legal costs, and other service-related expenses.

Services & Operating costs are projected to be $63,419 higher than in the July Budget, due to targeted budget adjustments (see detail).

Depreciation, Capital Outlay, and Other Outgo: This category includes depreciation on fixed assets, interest, and SELPA encroachment.

These costs are projected at $11,000 higher than in the July Budget, reflecting updated depreciation and encroachment projections.

DMS
DELTA MANAGED SOLUTIONS

2018-19 First Interim Budget As of August 31, 2018	Year To Date					Annual Budget				
MSA MERF	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted (July 1) Budget	Proposed First Interim Budget	Adopted Budget vs. Proposed 1st Interim	First Interim Remaining	Actuals as % of First Interim
SUMMARY										
Revenue										
LCFF Entitlement	-	-	-	-	-	-	-	-	- -	
Federal Revenue	-	-	-	-	-	-	-	-	- -	
Other State Revenues	-	-	-	-	-	-	-	-	- -	
Other Local Revenues	158,541	1,409,427	134,556	759,283	2,461,806	6,058,065	5,491,796	(566,269)	3,029,990	45%
Total Revenue	**158,541**	**1,409,427**	**134,556**	**759,283**	**2,461,806**	**6,058,065**	**5,491,796**	**(566,269)**	**3,029,990**	**45%**
Expenses										
Certificated Salaries	46,813	(5,797)	48,213	47,379	136,608	378,982	384,571	5,589	247,963	36%
Classified Salaries	138,198	150,746	171,295	155,738	615,976	2,115,146	2,127,974	12,828	1,511,998	29%
Benefits	38,690	73,406	36,124	59,281	207,501	772,961	772,961	-	565,460	27%
Books and Supplies	-	1,790	54,489	5,628	61,906	89,201	101,982	12,781	40,076	61%
Services and Operating Exp.	29,627	167,935	87,673	206,354	491,590	2,451,260	2,514,679	63,419	2,023,089	20%
Depreciation & Cap Outlay	-	-	-	10,575	10,575	515	11,515	11,000	940	92%
Other Outflows	-	-	-	-	-	-	-	-	-	-
Total Expenses	**253,328**	**388,081**	**397,794**	**484,954**	**1,524,156**	**5,808,065**	**5,913,682**	**105,617**	**4,389,526**	**26%**
Operating Income					**937,650**	**250,000**	**(421,886)**	**(671,886)**	**(1,359,536)**	
Fund Balance										
Beginning Balance (Unaudited)						793,959	793,959			
Operating Income						250,000	(421,886)			
Ending Fund Balance						**1,043,959**	**372,073**			

DMS
DELTA MANAGED SOLUTIONS

2018-19 First Interim Budget As of August 31, 2018		Year To Date					Annual Budget				
MSA MERF		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted (July 1) Budget	Proposed First Interim Budget	Adopted Budget vs. Proposed 1st Interim	First Interim Remaining	Actuals as % of First Interim
REVENUE DETAIL											
LCFF Entitlement											
8011	State Aid	-	-	-	-	-	-	-	-	-	-
8012	EPA Entitlement	-	-	-	-	-	-	-	-	-	-
8019	Prior Year Adjustments	-	-	-	-	-	-	-	-	-	-
8096	InLieuPropTaxes	-	-	-	-	-	-	-	-	-	-
	SUBTOTAL - LCFF Entitlement	-	-	-	-	-	-	-	-	-	-
Federal Revenue											
	SUBTOTAL - Federal Revenue	-	-	-	-	-	-	-	-	-	-
Other State Revenue											
	SUBTOTAL - Other State Revenue	-	-	-	-	-	-	-	-	-	-
Local Revenue											
8600	StudentLunchFee	-	-	25,000	(25,000)	-	-	-	-	-	-
8650	Leases &Rentals	-	-	-	-	-	-	-	-	-	-
8660	Interest	-	-	-	-	-	-	-	-	-	-
8698	OthRev-Suspense	-	-	-	-	-	-	-	-	-	-
8699	Other Revenue	375	445,540	(397,725)	279,606	327,795	50,000	75,000	25,000	(252,795)	437%
8701	CMO Fee - MSA-1	-	165,806	82,903	82,903	331,612	994,835	994,835	-	663,223	33%
8702	CMO Fee - MSA-2	-	149,815	74,908	74,908	299,631	898,892	898,892	-	599,261	33%
8703	CMO Fee - MSA-3	82,592	82,592	82,592	82,592	330,368	991,104	991,104	-	660,736	33%
8704	CMO Fee - MSA-4	6,471	6,471	6,471	6,471	25,886	77,657	77,657	-	51,771	33%
8705	CMO Fee - MSA-5	8,604	8,604	8,604	8,604	34,418	103,253	103,253	-	68,835	33%
8706	CMO Fee - MSA-6	3,871	3,871	3,871	3,871	15,484	46,452	46,452	-	30,968	33%
8707	CMO Fee - MSA-7	41,399	41,399	41,399	41,399	165,595	496,785	496,785	-	331,190	33%
8708	CMO Fee - MSA-8	-	165,239	82,620	82,620	330,479	991,436	991,436	-	660,957	33%
8709	CMO Fee - MSA-SA	-	269,311	89,770	89,770	448,852	997,937	406,668	(591,269)	(42,184)	110%
8712	CMO Fee - MSA-SD	-	68,286	34,143	34,143	136,571	409,714	409,714	-	273,143	33%
8791	SpEd Revenue (Local)	-	-	-	-	-	-	-	-	-	-
8999	Revenues-Susp	15,228	2,493	-	(2,605)	15,116	-	-	-	(15,116)	-
	SUBTOTAL - Local Revenue	**158,541**	**1,409,427**	**134,556**	**759,283**	**2,461,806**	**6,058,065**	**5,491,796**	**(566,269)**	**3,029,990**	**45%**
TOTAL REVENUE		**158,541**	**1,409,427**	**134,556**	**759,283**	**2,461,806**	**6,058,065**	**5,491,796**	**(566,269)**	**3,029,990**	**45%**

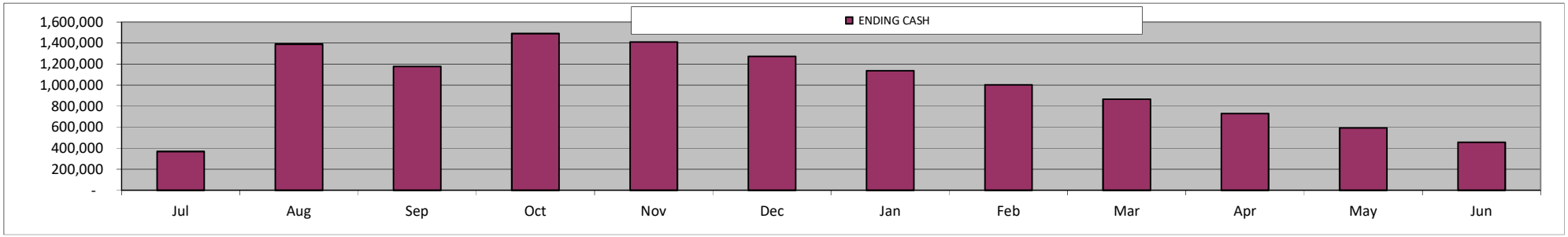
2018-19 First Interim Budget As of August 31, 2018		Year To Date					Annual Budget				
MSA MERF		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted (July 1) Budget	Proposed First Interim Budget	Adopted Budget vs. Proposed 1st Interim	First Interim Remaining	Actuals as % of First Interim
EXPENSES DETAIL											
Certificated Salaries											
1100	TeacherSalaries	-	-	-	-	-	-	-	-	-	-
1300	Cert Adminis	46,813	(5,797)	48,213	47,379	136,608	378,982	384,571	5,589	247,963	36%
	SUBTOTAL - Certificated Salaries	**46,813**	**(5,797)**	**48,213**	**47,379**	**136,608**	**378,982**	**384,571**	**5,589**	**247,963**	**36%**
Classified Salaries											
2400	Clerical & Tech	106,667	104,367	120,362	104,805	436,200	1,855,793	1,879,062	23,269	1,442,862	23%
2900	OtherClassStaff	31,531	46,379	50,933	50,933	179,776	259,353	248,912	(10,441)	69,136	72%
	SUBTOTAL - Classified Salaries	**138,198**	**150,746**	**171,295**	**155,738**	**615,976**	**2,115,146**	**2,127,974**	**12,828**	**1,511,998**	**29%**
Employee Benefits											
3101	STRS	10,071	13,233	13,498	14,082	50,884	94,038	94,038	-	43,154	54%
3202	PERS	4,036	4,165	4,165	4,165	16,531	49,981	49,981	-	33,450	33%
3301	OASDI/Med	9,531	9,991	10,079	8,782	38,383	141,870	141,870	-	103,487	27%
3401	HlthWelfare	1,539	37,102	(41)	24,070	62,669	292,748	292,748	-	230,079	21%
3501	UnemployIns	635	667	-	-	1,302	11,919	11,919	-	10,617	11%
3601	WorkersCmp	8,586	2,862	2,862	2,862	17,172	28,088	28,088	-	10,916	61%
3901	OthBenes	4,292	5,388	5,561	5,320	20,561	154,317	154,317	-	133,757	13%
	SUBTOTAL - Employee Benefits	**38,690**	**73,406**	**36,124**	**59,281**	**207,501**	**772,961**	**772,961**	**-**	**565,460**	**27%**
Books & Supplies											
4100	Text&CoreCurric	-	-	-	-	-	1,051	1,051	-	1,051	0%
4200	BooksOthRefMats	-	-	-	-	-	-	-	-	-	-
4310	Ins Mats & Sups	-	-	-	136	136	5,500	5,500	-	5,364	2%
4315	OthrSupplies	-	-	-	-	-	-	-	-	-	-
4320	Office Supplies	-	135	1,069	1,727	2,931	34,000	34,500	500	31,569	8%
4325	ProfDevMat&Sups	-	-	-	-	-	-	-	-	-	-
4326	Arts&MusicSupps	-	-	-	-	-	-	-	-	-	-
4335	PE Supplies	-	-	-	-	-	-	-	-	-	-
4340	Educat Software	-	-	-	-	-	9,000	9,000	-	9,000	0%
4400	NonCapEquip-Gen	-	-	-	1,334	1,334	1,500	8,971	7,471	7,637	15%
4430	OffceFurnEqp<5k	-	-	-	-	-	-	-	-	-	-
4440	Computers <$5k	-	-	-	1,110	1,110	5,000	7,310	2,310	6,200	15%
4460	Fixed Asset Suspense	-	-	-	-	-	-	-	-	-	-
4710	Food	-	-	-	-	-	-	-	-	-	-
4720	Food:Other Food	-	165	133	382	680	33,150	35,650	2,500	34,970	2%
4990	Prior Year Exp	-	-	-	-	-	-	-	-	-	-
4999	Misc Exp-Suspense	-	1,490	53,288	938	55,715	-	-	-	(55,715)	-
	SUBTOTAL - Books and Supplies	**-**	**1,790**	**54,489**	**5,628**	**61,906**	**89,201**	**101,982**	**12,781**	**40,076**	**61%**

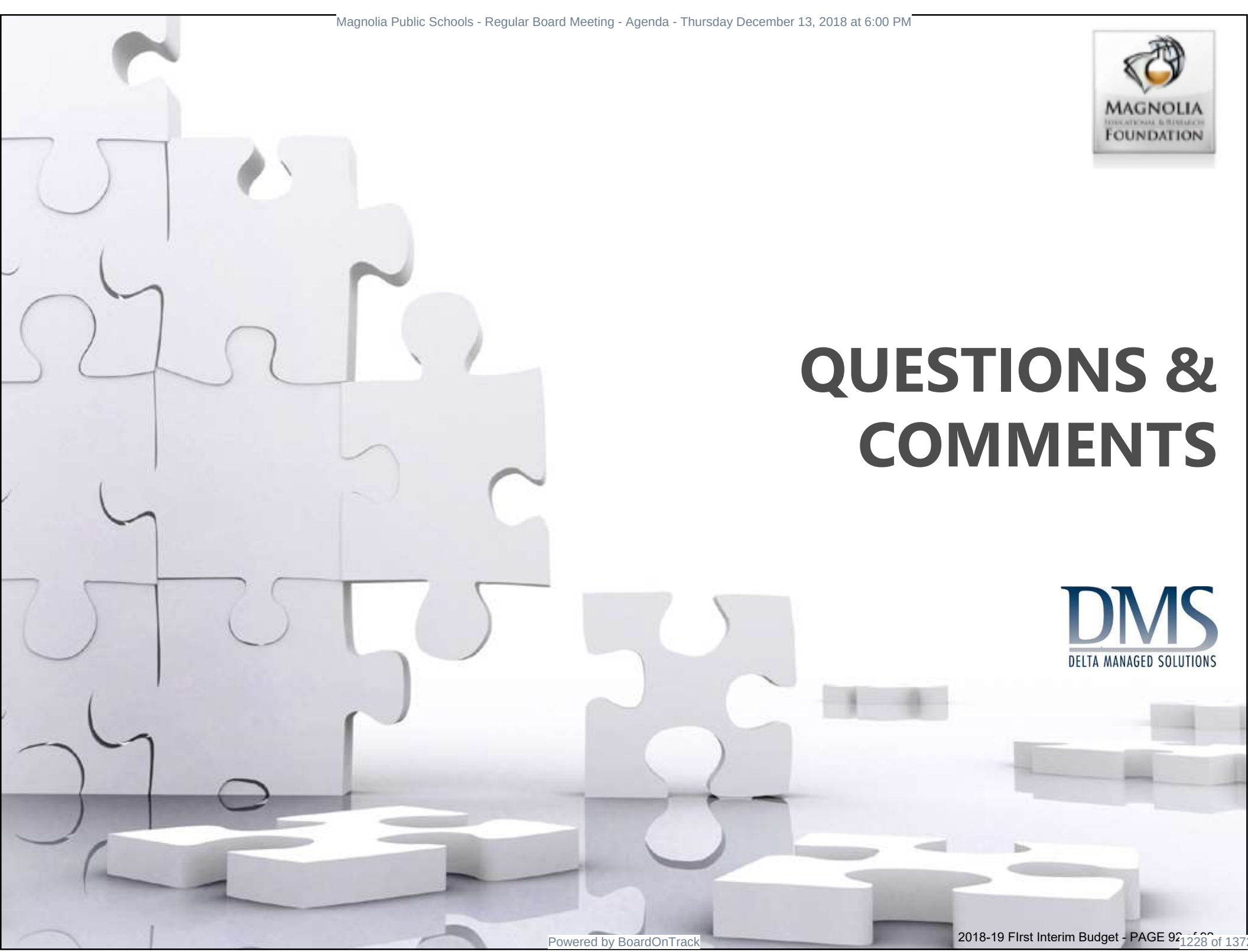
2018-19 First Interim Budget As of August 31, 2018		Year To Date					Annual Budget				
MSA MERF		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted (July 1) Budget	Proposed First Interim Budget	Adopted Budget vs. Proposed 1st Interim	First Interim Remaining	Actuals as % of First Interim
Services & Other Operating Expenses											
5101	CMO Fees	-	-	-	-	-	-	-	-	-	-
5205	Conference Fees	-	-	-	-	-	37,950	36,990	(960)	36,990	0%
5210	MilesParkTolls	2,178	4,267	2,341	3,208	11,993	116,000	116,000	-	104,007	10%
5215	TravConferences	-	-	-	-	-	-	-	-	-	-
5220	TraLodging	-	20	802	-	822	92,150	114,650	22,500	113,828	1%
5300	DuesMemberships	75	150	1,017	75	1,317	10,900	35,000	24,100	33,683	4%
5450	Other Insurance	5,834	1,945	5,621	12,472	25,872	40,000	40,000	-	14,128	65%
5500	OpsHousekeeping	-	-	-	-	-	26,545	25,000	(1,545)	25,000	0%
5510	Gas & Electric	-	-	-	-	-	-	-	-	-	-
5610	Rent & Leases	13,850	15,457	14,525	14,995	58,827	176,200	177,745	1,545	118,918	33%
5620	EquipmentLeases	286	286	286	286	1,143	13,000	13,000	-	11,857	9%
5630	Reps&MaintBldng	-	-	-	-	-	2,500	2,500	-	2,500	0%
5800	ProfessServices	6,750	27,225	37,201	39,220	110,396	548,750	549,500	750	439,104	20%
5810	Legal	-	4,707	15,747	7,807	28,261	335,000	335,000	-	306,739	8%
5811	Property Tax	-	-	-	-	-	-	-	-	-	-
5813	SchPrgAftSchool	-	-	-	-	-	-	-	-	-	-
5814	SchPrgAcadComps	-	-	-	-	-	-	-	-	-	-
5819	SchlProgs-Other	-	-	-	-	-	-	-	-	-	-
5820	Audit & CPA	-	-	-	-	-	50,000	50,000	-	50,000	0%
5825	DMSBusinessSvcs	-	103,404	-	69,130	172,534	500,000	500,000	-	327,466	35%
5835	Field Trips	-	-	-	20,437	20,437	-	25,000	25,000	4,563	82%
5836	FieldTrip Trans	-	-	-	-	-	-	-	-	-	-
5840	MarkngStdtRecrt	-	-	3,500	2,036	5,536	58,000	58,000	-	52,464	10%
5850	Oversight Fees	-	-	-	-	-	-	-	-	-	-
5857	Payroll Fees	-	-	-	-	-	20,000	20,000	-	20,000	0%
5860	Service Fees	-	-	-	146	146	20,000	20,000	-	19,854	1%
5863	Prof Developmnt	-	150	960	180	1,290	77,000	73,100	(3,900)	71,810	2%
5864	Prof Dev-Other	-	-	-	10,552	10,552	50,500	38,500	(12,000)	27,948	27%
5869	SpEd Ctrct Inst	-	-	-	-	-	-	-	-	-	-
5872	SpEd Fees	-	-	-	-	-	-	-	-	-	-
5875	StaffRecruiting	-	1,223	173	3,288	4,684	15,000	15,000	-	10,316	31%
5884	Substitutes	-	-	-	-	-	-	-	-	-	-
5890	OthSvcsNon-Inst	-	-	-	-	-	-	-	-	-	-
5900	Communications	655	657	100	655	2,067	32,000	32,000	-	29,933	6%
5920	TelecomInternet	-	-	-	703	703	-	-	-	(703)	-
5930	PostageDelivery	-	649	(0)	-	649	13,000	13,000	-	12,351	5%
5940	Technology	-	7,796	5,400	21,164	34,360	216,765	224,694	7,929	190,334	15%
	SUBTOTAL - Services & Operations	**29,627**	**167,935**	**87,673**	**206,354**	**491,590**	**2,451,260**	**2,514,679**	**63,419**	**2,023,089**	**20%**

2018-19 First Interim Budget As of August 31, 2018		Year To Date					Annual Budget				
MSA MERF		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Actual YTD	Adopted (July 1) Budget	Proposed First Interim Budget	Adopted Budget vs. Proposed 1st Interim	First Interim Remaining	Actuals as % of First Interim
Capital Outlay & Depreciation											
6100	Site Imp (Pre-Capitalization)	-	-	-	-	-	-	-	-	-	-
6400	EquipFixed	-	-	-	10,403	10,403	-	11,000	11,000	597	95%
6900	Depreciation	-	-	-	172	172	515	515	-	343	33%
	SUBTOTAL - Cap Outlay & Depreciation	**-**	**-**	**-**	**10,575**	**10,575**	**515**	**11,515**	**11,000**	**940**	**92%**
Other Outflows											
7299	Encroachment	-	-	-	-	-	-	-	-	-	-
7438	InterestExpense	-	-	-	-	-	-	-	-	-	-
	SUBTOTAL - Other Outflows	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
TOTAL EXPENSES		**253,328**	**388,081**	**397,794**	**484,954**	**1,524,156**	**5,808,065**	**5,913,682**	**105,617**	**4,389,526**	**26%**

Monthly Cash Flow (Actuals + Projections)

MERF	Jul ACTUALS	Aug ACTUALS	Sep ACTUALS	Oct ACTUALS	Nov BUDGET	Dec BUDGET	Jan BUDGET	Feb BUDGET	Mar BUDGET	Apr BUDGET	May BUDGET	Jun BUDGET	Accruals BUDGET	TOTAL
BEGINNING CASH	**475,054**	**368,643**	**1,389,372**	**1,177,066**	**1,490,509**	**1,409,692**	**1,273,160**	**1,136,628**	**1,003,054**	**866,522**	**730,051**	**593,519**	**456,987**	
Revenue														
LCFF Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Other State Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Other Local Revenues	158,541	1,409,427	134,556	759,283	387,988	387,988	387,988	390,947	387,988	388,049	387,988	387,988	(76,936)	**5,491,796**
Total Revenue	**158,541**	**1,409,427**	**134,556**	**759,283**	**387,988**	**387,988**	**387,988**	**390,947**	**387,988**	**388,049**	**387,988**	**387,988**	**(76,936)**	**5,491,796**
Expenses														
Certificated Salaries	46,813	(5,797)	48,213	47,379	30,056	30,056	30,056	30,056	30,056	30,056	30,056	30,056	7,514	**384,571**
Classified Salaries	138,198	150,746	171,295	155,738	184,390	184,390	184,390	184,390	184,390	184,390	184,390	184,390	36,878	**2,127,974**
Benefits	38,690	73,406	36,124	59,281	66,525	66,525	66,525	66,525	66,525	66,525	66,525	66,525	33,262	**772,961**
Books and Supplies	-	1,790	54,489	5,628	(44,704)	11,011	11,011	11,011	11,011	11,011	11,011	11,011	7,707	**101,982**
Services and Operations	29,627	167,935	87,673	206,354	232,539	232,539	232,539	232,539	232,539	232,539	232,539	232,539	162,777	**2,514,679**
Depreciation / Cap Outlay	-	-	-	10,575	118	118	118	118	118	118	118	118	-	**11,515**
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Total Expenses	**253,328**	**388,081**	**397,794**	**484,954**	**468,923**	**524,638**	**524,638**	**524,638**	**524,638**	**524,638**	**524,638**	**524,638**	**248,139**	**5,913,682**
Other Transactions Affecting Cash														
Revenues - Prior Year Accruals			-	-	-	-	-	-	-	-	-	-		**-**
Accounts Receivable - Current Year			-	-	-	-	-	-	-	-	-	-		**-**
Other Assets			-	-	-	-	-	-	-	-	-	-		**-**
Fixed Assets			-	171	118	118	118	118	118	118	118	118		**1,111**
Due To (From)			-	-	-	-	-	-	-	-	-	-		**-**
Expenses - Prior Year Accruals	(11,625)	(617)	-	-	-	-	-	-	-	-	-	-		**(12,242)**
Accounts Payable - Current Year	-	-	50,931	38,944	-	-	-	-	-	-	-	-		**89,875**
Summer Holdback for Teachers	-	-	-	-	-	-	-	-	-	-	-	-		**-**
Loans Payable (Current)			-	-	-	-	-	-	-	-	-	-		**-**
Loans Payable (Long Term)			-	-	-	-	-	-	-	-	-	-		**-**
Total Other Transactions	**(11,625)**	**(617)**	**50,931**	**39,115**	**118**	**118**	**118**	**118**	**118**	**118**	**118**	**118**		**78,744**
Total Change in Cash	**(106,411)**	**1,020,730**	**(212,307)**	**313,443**	**(80,817)**	**(136,532)**	**(136,532)**	**(133,574)**	**(136,532)**	**(136,472)**	**(136,532)**	**(136,532)**		**(343,142)**
ENDING CASH	**368,643**	**1,389,372**	**1,177,066**	**1,490,509**	**1,409,692**	**1,273,160**	**1,136,628**	**1,003,054**	**866,522**	**730,051**	**593,519**	**456,987**		




QUESTIONS &
COMMENTS
MAGNOLIA
FOUNDATION
DMS
DELTA MANAGED SOLUTIONS

Cover Sheet

Approval of Work Order #4 for Future Work Done by Oltmans at Existing MSA 1 Building

Section: III. Action Items

Item: B. Approval of Work Order #4 for Future Work Done by Oltmans at Existing MSA 1 Building

Purpose: Vote

Submitted by:

Related Material: III B OCCO Work Order 4 for MSA 1.pdf
III B REVISED Board Report for OCCO Work Order #4.pdf

Board Agenda Item #:	III B- Action Item
Date:	December 13, 2018
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors (the "**MPS Board**")
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Patrick Ontiveros, General Counsel & Director of Facilities
RE:	Approval of Work Order #4 for the MSA-1 Rehab Investigation Project

I. Proposed Committee Recommendation(s)

Staff moves that the MPS Board approve Work Order #4 in order for Oltmans Construction Company ("**Oltmans**") to complete certain seismic investigatory work at the existing MSA-1 building at 18238 Sherman Way in an amount not to exceed $4,500.00 to be billed on a time and material basis.

II. Background

A. Description of MSA-1 Project

There are two projects currently underway at MSA-1: (i) a new construction project that will eventually house MSA-1's high school population (the "**New Construction Project**") and (ii) a rehabilitation project of the existing building that will eventually house MSA-1's middle school population (the "**Rehab Investigation Project**"). The contract for the New Construction Project was awarded to Oltmans. The Rehab Investigation Project entails various investigations into the state of the structural integrity of the existing building, seismic renovation design, and HVAC renovation design. The purpose of the Rehab Investigation Project is to define a scope of work for a rehabilitation project that can then be bid out (the "**Rehab Project**").

B. Proposed Work Order #4

In order to complete the Rehab Investigation Project, certain additional investigatory work needs to be completed. The design team has almost completed its feasibility study and design package. In order for them to complete it, they require that some exploratory demolition be undertaken find out what structural system is in place in a few areas. Since no drawings exist for the school, they need this field information to be able to prepare sections and elevation at Sherman Way side of the building.

Specifically, the design teams needs to find out what is supporting the Sherman Way upper building area, what is supporting the window opening and roof framing at the wall parallel to the sidewalk, whether the roof framing is above the window or below the roof, and what is the depth of the structural support. See attached Exhibit A.

C. Prior Approvals

At the October 11, 2018 MPS Board meeting the MPS Board approved (1) the Standard Form of Master Agreement between Owner and Contractor (AIA Document A121™-2014) (the "**Master Agreement**") for work to be performed on MSA-1's existing facility; and (2) Work Orders #1 and #2 for, respectively, (a) masonry infill along the wall adjacent to the new construction project for MSA-1 at 18220 Sherman Way and (b) removal and replacement of drywall for seismic engineering investigation of the existing building (18238 Sherman Way) connections per drawings and direction of Structural Engineer Brandow & Johnston.

At the December 5, 2018 Facilities Committee meeting, the Facilities Committee approved the motion to recommend approval of Work Order #3 for investigatory work on the roof of the existing building.

III. Budget Impacts

The MSA-1 Rehab Investigation Project will be paid for with proceeds from the 2014 bond issuance and proceeds from repurposed CSFIG monies. As of October 3, 2018, the balance in the 2014 bond account is approximately $680,000. In addition, MPS Staff believes that it will be able to repurpose a portion of the Charter School Facility Incentive Grant ("**CSFIG"**) awarded to MSA-1 from the New Construction Project to the Rehab Investigation Project and Rehab Project. It expects that it will repurpose up to $500,000 of the CSFIG award.

Exhibits (attachments):

Exhibit A – Floor Plan Showing Where Additional Investigatory Work is Required
Exhibit B – Work Order #4 (draft)

MAGNOLIA PUBLIC SCHOOLS

Exhibit A

Marked Up Floor Plan

Exhibit A

DRAFT

AIA® Document A221™ – 2018

Work Order *for use with Master Agreement Between Owner and Contractor*

WORK ORDER number 4 made as of the « » day of December in the year 2018
(In words, indicate day, month, and year.)

BETWEEN the Owner:
(Name, legal status, address, and other information)

Magnolia Educational & Research Foundation dba Magnolia Public Schools
250 East 1st Street, Suite 1500
Los Angeles, CA 90012
Attention: Director of Facilities

and the Contractor:
(Name, legal status, address, and other information)

Oltmans Construction Company
10005 Mission Mill Road
Whittier, CA 90601

for the following **PROJECT**:
(Name, location, and detailed description)

Magnolia Science Academy 1
18238 Sherman Way
Reseda, CA 91335

Investigation of existing classroom building to uncover structural and other deficiencies

The Architect for the Project:
(Name, legal status, address, and other information)

Stern Architects
2961 W. MacArthur Blvd.
Suite 120
« »

THE CONTRACT
This Work Order, together with the Contract Documents enumerated herein, including the Master Agreement between Owner and Contractor dated the 20th day of September in the year 2018
(In words, indicate day, month, and year.)

form the Contract.

The Owner and Contractor agree as follows.

ADDITIONS AND DELETIONS: The author of this document has added information needed for its completion. The author may also have revised the text of the original AIA standard form. An *Additions and Deletions Report* that notes added information as well as revisions to the standard form text is available from the author and should be reviewed.

This document has important legal consequences. Consultation with an attorney is encouraged with respect to its completion or modification.

This document provides the Contractor's scope of Work, and related information, and is intended to be used with AIA Document A121™–2018, Standard Form of Master Agreement Between Owner and Contractor where Work is provided under multiple Work Orders.

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TABLE OF ARTICLES

1 THE WORK OF THIS WORK ORDER

2 DATE OF COMMENCEMENT AND SUBSTANTIAL COMPLETION

3 CONTRACT SUM

4 PAYMENTS

5 INSURANCE AND BONDS

6 PARTY REPRESENTATIVES

7 ENUMERATION OF CONTRACT DOCUMENTS

ARTICLE 1 THE WORK OF THIS WORK ORDER

The Contractor shall execute the Work described in the Contract Documents enumerated in Article 7 of this Work Order, and any modifications issued after execution of this Work Order, except as specifically indicated in the Contract Documents to be the responsibility of others.

ARTICLE 2 DATE OF COMMENCEMENT AND SUBSTANTIAL COMPLETION

§ 2.1 The date of commencement of the Work shall be:
(Check one of the following boxes.)

[« »] The date of this Work Order.

[xxx] A date set forth in a notice to proceed issued by the Owner.

[« »] Established as follows:
(Insert a date or a means to determine the date of commencement of the Work.)

« »

If a date of commencement of the Work is not selected, then the date of commencement shall be the date of this Work Order.

§ 2.2 The Contract Time shall be measured from the date of commencement.

§ 2.3 Substantial Completion

§ 2.3.1 Subject to adjustments of the Contract Time as provided in the Contract Documents, the Contractor shall achieve Substantial Completion of the entire Work:
(Check the appropriate box and complete the necessary information.)

[xxx] Not later than twenty (20) calendar days from the date of commencement of the Work.

[« »] By the following date: « »

§ 2.3.2 Subject to adjustments of the Contract Time as provided in the Contract Documents, if portions of the Work are to be completed prior to Substantial Completion of the entire Work, the Contractor shall achieve Substantial Completion of such portions by the following dates:

Portion of Work	Substantial Completion Date

§ 2.3.3 If the Contractor fails to achieve Substantial Completion as provided in this Section 2.3, liquidated damages, if any, shall be assessed as set forth in Section 3.6.

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ARTICLE 3 CONTRACT SUM

§ 3.1 The Owner shall pay the Contractor the Contract Sum in current funds for the Contractor's performance of the Contract. The Contract Sum shall be one of the following:
(Check the appropriate box.)

[« »] Stipulated Sum, in accordance with Section 3.2 below

[« »] Cost of the Work plus the Contractor's Fee, in accordance with Section 3.3 below

[xxx] Cost of the Work plus the Contractor's Fee with a Guaranteed Maximum Price, in accordance with Section 3.4 below

[« »] Other, in accordance with Section 3.5 below

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(Based on the selection above, complete Section 3.2, 3.3, 3.4 or 3.5 below.)

§ 3.2 Stipulated Sum

§ 3.2.1 The Stipulated Sum shall be « » ($ « »), subject to additions and deductions as provided in the Contract Documents.

§ 3.2.2 The Stipulated Sum is based upon the following alternates, if any, which are described in the Contract Documents and are hereby accepted by the Owner:
(State the numbers or other identification of accepted alternates. If the Owner is permitted to accept other alternates subsequent to the execution of this Work Order, attach a schedule of such other alternates showing the change in the Stipulated Sum for each and the deadline by which the alternate must be accepted.)

« »

§ 3.2.3 Unit prices, if any:
(Identify the item and state the unit price and any applicable quantity limitations.)

Item	Units and Limitations	Price per Unit ($0.00)

§ 3.2.4 Allowances, if any, included in the Stipulated Sum:
(Identify each allowance.)

Item	Price

§ 3.3 Cost of the Work plus Contractor's Fee

§ 3.3.1 The Cost of the Work is as defined in Exhibit A, Determination of the Cost of the Work.

§ 3.3.1.1 The following costs are subject to the Owner's prior approval:

« »

§ 3.3.2 The Contractor's Fee:
(State a lump sum, percentage of Cost of the Work or other provision for determining the Contractor's Fee and the method of adjustment to the fee for changes in the Work.)

« »

§ 3.4 Cost of the Work plus Contractor's Fee with a Guaranteed Maximum Price

§ 3.4.1 The Cost of the Work is as defined in Exhibit A, Determination of the Cost of the Work.

§ 3.4.1.1 The following costs are subject to the Owner's prior approval:

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« »

§ 3.4.2 The Contractor's Fee:
(State a lump sum, percentage of Cost of the Work or other provision for determining the Contractor's Fee and the method of adjustment to the fee for changes in the Work.)

4%

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§ 3.4.3 Guaranteed Maximum Price

§ 3.4.3.1 The sum of the Cost of the Work and the Contractor's Fee is guaranteed by the Contractor not to exceed Four Thousand Five Hundred and no/100 Dollars ($ 4,500.00), subject to additions and deductions by changes in the Work as provided in the Contract Documents. This maximum sum is referred to in the Contract Documents as the Guaranteed Maximum Price. Costs which would cause the Guaranteed Maximum Price to be exceeded shall be paid by the Contractor without reimbursement by the Owner.
(Insert specific provisions if the Contractor is to participate in any savings.)

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n/a

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§ 3.4.3.2 The Guaranteed Maximum Price is based on the following alternates, if any, which are described in the Contract Documents and are hereby accepted by the Owner:
(State the numbers or other identification of accepted alternates. If the bidding or proposal documents permit the Owner to accept other alternates subsequent to the execution of this Work Order, attach a schedule of such other alternates showing the amount for each and the date when that amount expires.)

n/a

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§ 3.4.3.3 Unit Prices, if any:
(Identify the item and state the unit price and any applicable quantity limitations.)

Item	Units and Limitations	Price Per Unit ($0.00)

§ 3.4.3.4 Allowances, if any, included in the Guaranteed Maximum Price:
(Identify each allowance.)

Item	Price

§ 3.4.3.5 Assumptions, if any, on which the Guaranteed Maximum Price is based:

Work shall be performed in accordance with the instructions from the architect. The scope of work consists of the uncovering of certain areas of the building for investigation by the architect and engineer.

Deleted: « »

§ 3.4.3.6 To the extent that the Contract Documents are anticipated to require further development, the Guaranteed Maximum Price includes the costs attributable to such further development consistent with the Contract Documents and reasonably inferable therefrom. Such further development does not include changes in scope, systems, kinds and quality of materials, finishes or equipment, all of which, if required, shall be incorporated by Change Order.

§ 3.4.3.7 The Owner shall authorize preparation of revisions to the Contract Documents that incorporate the agreed-upon assumptions contained in Section 3.4.3.5. The Owner shall promptly furnish such revised Contract Documents to the Contractor. The Contractor shall notify the Owner and Architect of any inconsistencies between the agreed-upon assumptions contained in Section 3.4.3.5 and the revised Contract Documents.

§ 3.5 Other

§ 3.5.1 The Contract Sum shall be determined in accordance with the following:
(Insert a description of how the Contract Sum will be determined.)

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« »

§ 3.6 Liquidated damages, if any:
(Insert terms and conditions for liquidated damages, if any.)

n/a

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ARTICLE 4 PAYMENTS

§ 4.1 Payments shall be in accordance with Article 3 of the Master Agreement, except as indicated below:
(Indicate all payment terms that differ from those set forth in the Master Agreement, such as period covered by each Application for Payment or date upon which each Application for Payment is due.)

n/a

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§ 4.2 Retainage will be withheld in accordance with Article 3 of the Master Agreement, except as indicated below:
(Indicate all retainage terms that differ from those set forth in the Master Agreement, such as retainage amount, items not subject to retainage, terms for reduction, or limitation of retainage.)

n/a

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ARTICLE 5 INSURANCE AND BONDS

§ 5.1 Insurance shall be in accordance with Article 15 of the Master Agreement, except as indicated below:
(Insert any insurance requirements that differ from those stated in the Master Agreement, such as coverage types, coverage limits, and durations for professional liability or other coverages.)

n/a

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§ 5.2 In addition to insurance requirements in the Master Agreement, the Contractor shall carry the following types of insurance.
(List below any other insurance coverage to be provided by the Contractor, not otherwise set forth in the Master Agreement, and any applicable limits.)

Coverage	Limits

§ 5.3 Pursuant to section 15.1.7 of the Master Agreement, the Contractor shall procure Professional Liability insurance covering performance of the professional services, with policy limits of not less than « » ($ « ») per claim and « » ($ « ») in the aggregate.

§ 5.4 Pursuant to section 15.1.8 of the Master Agreement, the Contractor shall procure Pollution Liability insurance, with policy limits of not less than « » ($ « ») per claim and « » ($ « ») in the aggregate.

§ 5.5 Pursuant to section 15.1.9 of the Master Agreement, the Contractor shall procure a Combined Professional Liability and Pollution Liability insurance policy, with combined policy limits of not less than « » ($ « ») per claim and « » ($ « ») in the aggregate.

§ 5.6 The Contractor shall provide surety bonds, from a company or companies lawfully authorized to issue surety bonds in the jurisdiction where the Project is located, as follows:
(Specify type and penal sum of bonds.)

Type	Penal Sum ($0.00)
Payment Bond	n/a
Performance Bond	n/a

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Payment and Performance Bonds shall be AIA Document A312™, Payment Bond and Performance Bond, or contain provisions identical to AIA Document A312™, current as of the date of this Work Order.

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ARTICLE 6 PARTY REPRESENTATIVES

§ 6.1 The Owner identifies the following representative in accordance with Section 1.4.1 of the Master Agreement:
(List name, address, and other information.)

Patrick Ontiveros, General Counsel and Director of Facilities
Magnolia Public Schools
250 East 1st Street, Suite 1500« »
Los Angeles, CA 90012
Mobile: 323.490.0701
pontiveros@magnoliapublicschools.org

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§ 6.2 The Contractor identifies the following representative in accordance with Section 1.5.1 of the Master Agreement:
(List name, address, and other information.)

« »
« »
« »
« »
« »
« »

ARTICLE 7 ENUMERATION OF CONTRACT DOCUMENTS

§ 7.1 The Contract Documents are defined in Section 6.2 of the Master Agreement and, except for Modifications issued after execution of this Work Order, are enumerated in the sections below.

§ 7.1.1 This Work Order

§ 7.1.2 The Master Agreement

§ 7.1.3 The Supplementary and other Conditions of the Contract:

Document	Title	Date	Pages

§ 7.1.4 The Specifications:
(Either list the Specifications here or refer to an exhibit attached to this Work Order.)

n/a

Deleted: « »

Section	Title	Date	Pages

§ 7.1.5 The Drawings:
(Either list the Drawings here or refer to an exhibit attached to this Work Order.)

n/a

Deleted: « »

Number	Title	Date

§ 7.1.6 The Addenda, if any:

Number	Date	Pages

Portions of Addenda relating to bidding requirements are not part of the Contract Documents unless the bidding requirements are enumerated in this Article 5.

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§ 7.1.7 Additional documents, if any, forming part of the Contract Documents:
(List here any additional documents that are intended to form part of the Contract Documents.)

The Work under this Work Order shall be performed in accordance with the Architect's instructions for investigation as provided to Contractor under separate cover.

Deleted: « »

This Work Order entered into as of the day and year first written above.

OWNER *(Signature)*	**CONTRACTOR** *(Signature)*
Alfredo Rubalcava, CEO and Superintendent	James Woodside, Vice President
(Printed name and title)	*(Printed name and title)*

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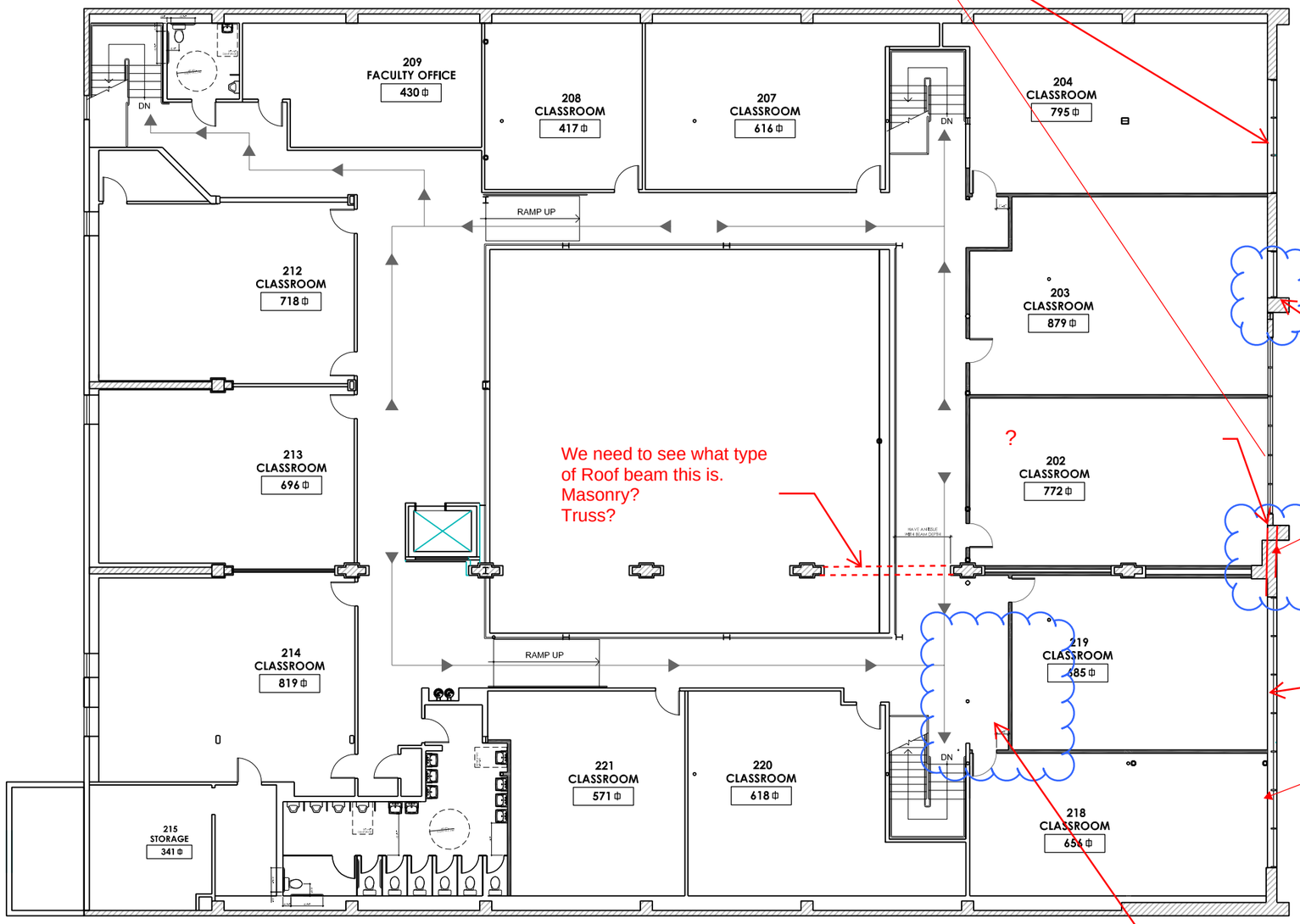
Exhibit B

Work Order #4

Exhibit B to Board Report

At various locations high and low to find out what is supporting the window and the roof deck



SECOND FLOOR OCCUPANCY LOADS

CLASSROOMS	8,705 SQ. FT./20 = 436
NEW	3,204 SQ. FT.
EXISTING	5,501 SQ. FT.
OFFICES	438 SQ. FT./100 = 5
TOTAL OCCUPANCY	441

REQUIRES: 441 X .2 (STAIRWELL) = 88.2" OF EXIT WIDTH OR 7.35'
THERE IS CURRENTLY 144" OF EXIT WIDTH OR 12'

MAGNOLIA SCIENCE ACADEMY
PROPOSED SECOND FLOOR PLAN D

1/16" = 1'-0"
10-10-2018

STERN ARCHITECTS

REVISED	
Board Agenda Item #:	III-B. Action Items
Date:	December 13, 2018
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors (the "**MPS Board**")
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Patrick Ontiveros, General Counsel & Director of Facilities
RE:	Approval of Work Order #4 for the MSA-1 Rehab Investigation Project

I. Proposed Committee Recommendation(s)

Staff moves that the MPS Board approve Work Order #4 (a draft of which is attached as Exhibit A) in order for Oltmans Construction Company ("**Oltmans**") to complete certain exploratory work at the existing MSA-1 building at 18238 Sherman Way for an amount not to exceed $4,500.00 to be billed on a time and material basis.

The work contemplated by Work Order #4 has not been started.

II. Background

A. Description of MSA-1 Projects

There are two projects currently underway at MSA-1: (i) a new construction project at 18220 W Sherman Way ("**18220**") that will eventually house MSA-1's high school population (the "**New Construction Project**") and (ii) a rehabilitation investigation project of the existing building at 18238 W Sherman Way ("**18238**") that will eventually house MSA-1's middle school population once the New Construction Project is completed (the "**Rehab Investigation Project**"). The contract for the New Construction Project was awarded to Oltmans.

B. Prior Approvals

At the October 11, 2018 MPS Board meeting the MPS Board approved (1) the Standard Form of Master Agreement between Owner and Contractor (AIA Document A121™-2014) (the "**Master Agreement**") for discrete scopes of work to be performed at 18238; and (2) Work Orders #1 and #2 for, respectively, (a) masonry infill at 18238 along the wall adjacent to the New Construction Project and (b) removal and replacement of drywall for seismic engineering

investigation of 18238 connections per drawings and direction of Structural Engineer Brandow & Johnston.

At the December 5, 2018 Facilities Committee meeting, the Facilities Committee approved the motion to recommend approval to the MPS Board of Work Order #3 for investigatory work on the roof of the existing building.

C. The Rehab Investigation Project

The purpose of the Rehab Investigation Project at 18238 is to define a scope of work for a rehabilitation project that can then be bid out (the "**Rehab Project**"). The goal of the rehabilitation is to bring 18238 up to seismic code, upgrade the failing HVAC system, and upgrade the outdated electrical system. MPS secured the services of various independent contractors to perform the Rehab Investigation Project. MPS has contracts with the following entities: (a) Brandow & Johnston for structural engineering services, (b) Pacific Engineers Group, Consulting Electrical Engineers for electrical services, and (c) Maroko & Shwe, Inc., for mechanical services (i.e., HVAC redesign). Contracts with these entities were approved at the June 14, 2018 MPS Board Meeting and are attached hereto, respectively, as Exhibits B-1, B-2, and B-3.

D. Proposed Work Order #4

In order to complete the Rehab Investigation Project, certain additional investigatory work needs to be completed. The design team has almost completed its feasibility study and design package. In order for them to complete it, they require that some exploratory demolition be undertaken to find out what structural system is in place in a few areas. Since no drawings exist for the school, they need this field information to be able to prepare sections and elevation at Sherman Way side of the building.

Specifically, the design team needs to find out what is supporting the Sherman Way upper building area, what is supporting the window opening and roof framing at the wall parallel to the sidewalk, whether the roof framing is above the window or below the roof, and what is the depth of the structural support. See attached Exhibit C. **None of the work contemplated under Work Order #4 has been started or will be started until the MPS Board provides approval.**

III. Budget Impacts

The MSA-1 Rehab Investigation Project will be paid for with proceeds from the 2014 bond issuance and proceeds from repurposed CSFIG monies. As of October 3, 2018, the balance in the 2014 bond account is approximately $680,000. In addition, MPS Staff believes that it will be able to repurpose a portion of the Charter School Facility Incentive Grant ("**CSFIG"**) awarded to MSA-1 from the New Construction Project to the Rehab Investigation Project and Rehab Project. It expects that it will repurpose up to $500,000 of the CSFIG award.

Exhibits

Exhibit A – Work Order #4 (draft)
Exhibit B-1 – Brandow & Johnston Contract
Exhibit B-2 – Pacific Engineers Group, Consulting Electrical Engineers Contract
Exhibit B-3 – Maroko & Shwe, Inc. *Contract*
Exhibit C – Floor Plan Showing Where Additional Investigatory Work is Required

Exhibit A

Work Order #4 Draft

Exhibit A

DRAFT **AIA® Document A221™ – 2018**

Work Order *for use with Master Agreement Between Owner and Contractor*

WORK ORDER number 4 made as of the « » day of December in the year 2018
(In words, indicate day, month, and year.)

BETWEEN the Owner:
(Name, legal status, address, and other information)

Magnolia Educational & Research Foundation dba Magnolia Public Schools
250 East 1st Street, Suite 1500
Los Angeles, CA 90012
Attention: Director of Facilities

and the Contractor:
(Name, legal status, address, and other information)

Oltmans Construction Company
10005 Mission Mill Road
Whittier, CA 90601

for the following **PROJECT**:
(Name, location, and detailed description)

Magnolia Science Academy 1
18238 Sherman Way
Reseda, CA 91335

Investigation of existing classroom building to uncover structural and other deficiencies

The Architect for the Project:
(Name, legal status, address, and other information)

Stern Architects
2961 W. MacArthur Blvd.
Suite 120
« »

THE CONTRACT
This Work Order, together with the Contract Documents enumerated herein, including the Master Agreement between Owner and Contractor dated the 20th day of September in the year 2018
(In words, indicate day, month, and year.)

form the Contract.

The Owner and Contractor agree as follows.

ADDITIONS AND DELETIONS: The author of this document has added information needed for its completion. The author may also have revised the text of the original AIA standard form. An *Additions and Deletions Report* that notes added information as well as revisions to the standard form text is available from the author and should be reviewed.

This document has important legal consequences. Consultation with an attorney is encouraged with respect to its completion or modification.

This document provides the Contractor's scope of Work, and related information, and is intended to be used with AIA Document A121™–2018, Standard Form of Master Agreement Between Owner and Contractor where Work is provided under multiple Work Orders.

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6 PARTY REPRESENTATIVES

7 ENUMERATION OF CONTRACT DOCUMENTS

ARTICLE 1 THE WORK OF THIS WORK ORDER

The Contractor shall execute the Work described in the Contract Documents enumerated in Article 7 of this Work Order, and any modifications issued after execution of this Work Order, except as specifically indicated in the Contract Documents to be the responsibility of others.

ARTICLE 2 DATE OF COMMENCEMENT AND SUBSTANTIAL COMPLETION

§ 2.1 The date of commencement of the Work shall be:
(Check one of the following boxes.)

[« »] The date of this Work Order.

[xxx] A date set forth in a notice to proceed issued by the Owner.

[« »] Established as follows:
(Insert a date or a means to determine the date of commencement of the Work.)

« »

If a date of commencement of the Work is not selected, then the date of commencement shall be the date of this Work Order.

§ 2.2 The Contract Time shall be measured from the date of commencement.

§ 2.3 Substantial Completion

§ 2.3.1 Subject to adjustments of the Contract Time as provided in the Contract Documents, the Contractor shall achieve Substantial Completion of the entire Work:
(Check the appropriate box and complete the necessary information.)

[xxx] Not later than twenty (20) calendar days from the date of commencement of the Work.

[« »] By the following date: « »

§ 2.3.2 Subject to adjustments of the Contract Time as provided in the Contract Documents, if portions of the Work are to be completed prior to Substantial Completion of the entire Work, the Contractor shall achieve Substantial Completion of such portions by the following dates:

Portion of Work	Substantial Completion Date

§ 2.3.3 If the Contractor fails to achieve Substantial Completion as provided in this Section 2.3, liquidated damages, if any, shall be assessed as set forth in Section 3.6.

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User Notes: (1496532294)

ARTICLE 3 CONTRACT SUM

§ 3.1 The Owner shall pay the Contractor the Contract Sum in current funds for the Contractor's performance of the Contract. The Contract Sum shall be one of the following:
(Check the appropriate box.)

[« »] Stipulated Sum, in accordance with Section 3.2 below

[« »] Cost of the Work plus the Contractor's Fee, in accordance with Section 3.3 below

[xxx] Cost of the Work plus the Contractor's Fee with a Guaranteed Maximum Price, in accordance with Section 3.4 below

[« »] Other, in accordance with Section 3.5 below

Deleted: « »

(Based on the selection above, complete Section 3.2, 3.3, 3.4 or 3.5 below.)

§ 3.2 Stipulated Sum

§ 3.2.1 The Stipulated Sum shall be « » ($ « »), subject to additions and deductions as provided in the Contract Documents.

§ 3.2.2 The Stipulated Sum is based upon the following alternates, if any, which are described in the Contract Documents and are hereby accepted by the Owner:
(State the numbers or other identification of accepted alternates. If the Owner is permitted to accept other alternates subsequent to the execution of this Work Order, attach a schedule of such other alternates showing the change in the Stipulated Sum for each and the deadline by which the alternate must be accepted.)

« »

§ 3.2.3 Unit prices, if any:
(Identify the item and state the unit price and any applicable quantity limitations.)

Item	Units and Limitations	Price per Unit ($0.00)

§ 3.2.4 Allowances, if any, included in the Stipulated Sum:
(Identify each allowance.)

Item	Price

§ 3.3 Cost of the Work plus Contractor's Fee

§ 3.3.1 The Cost of the Work is as defined in Exhibit A, Determination of the Cost of the Work.

§ 3.3.1.1 The following costs are subject to the Owner's prior approval:

« »

§ 3.3.2 The Contractor's Fee:
(State a lump sum, percentage of Cost of the Work or other provision for determining the Contractor's Fee and the method of adjustment to the fee for changes in the Work.)

« »

§ 3.4 Cost of the Work plus Contractor's Fee with a Guaranteed Maximum Price

§ 3.4.1 The Cost of the Work is as defined in Exhibit A, Determination of the Cost of the Work.

§ 3.4.1.1 The following costs are subject to the Owner's prior approval:

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§ 3.4.2 The Contractor's Fee:
(State a lump sum, percentage of Cost of the Work or other provision for determining the Contractor's Fee and the method of adjustment to the fee for changes in the Work.)

4%

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§ 3.4.3 Guaranteed Maximum Price

§ 3.4.3.1 The sum of the Cost of the Work and the Contractor's Fee is guaranteed by the Contractor not to exceed Four Thousand Five Hundred and no/100 Dollars ($ 4,500.00), subject to additions and deductions by changes in the Work as provided in the Contract Documents. This maximum sum is referred to in the Contract Documents as the Guaranteed Maximum Price. Costs which would cause the Guaranteed Maximum Price to be exceeded shall be paid by the Contractor without reimbursement by the Owner.
(Insert specific provisions if the Contractor is to participate in any savings.)

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n/a

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§ 3.4.3.2 The Guaranteed Maximum Price is based on the following alternates, if any, which are described in the Contract Documents and are hereby accepted by the Owner:
(State the numbers or other identification of accepted alternates. If the bidding or proposal documents permit the Owner to accept other alternates subsequent to the execution of this Work Order, attach a schedule of such other alternates showing the amount for each and the date when that amount expires.)

n/a

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§ 3.4.3.3 Unit Prices, if any:
(Identify the item and state the unit price and any applicable quantity limitations.)

Item	Units and Limitations	Price Per Unit ($0.00)

§ 3.4.3.4 Allowances, if any, included in the Guaranteed Maximum Price:
(Identify each allowance.)

Item	Price

§ 3.4.3.5 Assumptions, if any, on which the Guaranteed Maximum Price is based:

Work shall be performed in accordance with the instructions from the architect. The scope of work consists of the uncovering of certain areas of the building for investigation by the architect and engineer.

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§ 3.4.3.6 To the extent that the Contract Documents are anticipated to require further development, the Guaranteed Maximum Price includes the costs attributable to such further development consistent with the Contract Documents and reasonably inferable therefrom. Such further development does not include changes in scope, systems, kinds and quality of materials, finishes or equipment, all of which, if required, shall be incorporated by Change Order.

§ 3.4.3.7 The Owner shall authorize preparation of revisions to the Contract Documents that incorporate the agreed-upon assumptions contained in Section 3.4.3.5. The Owner shall promptly furnish such revised Contract Documents to the Contractor. The Contractor shall notify the Owner and Architect of any inconsistencies between the agreed-upon assumptions contained in Section 3.4.3.5 and the revised Contract Documents.

§ 3.5 Other

§ 3.5.1 The Contract Sum shall be determined in accordance with the following:
(Insert a description of how the Contract Sum will be determined.)

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User Notes: (1496532294)

« »

§ 3.6 Liquidated damages, if any:
(Insert terms and conditions for liquidated damages, if any.)

n/a

Deleted: « »

ARTICLE 4 PAYMENTS

§ 4.1 Payments shall be in accordance with Article 3 of the Master Agreement, except as indicated below:
(Indicate all payment terms that differ from those set forth in the Master Agreement, such as period covered by each Application for Payment or date upon which each Application for Payment is due.)

n/a

Deleted: « »

§ 4.2 Retainage will be withheld in accordance with Article 3 of the Master Agreement, except as indicated below:
(Indicate all retainage terms that differ from those set forth in the Master Agreement, such as retainage amount, items not subject to retainage, terms for reduction, or limitation of retainage.)

n/a

Deleted: « »

ARTICLE 5 INSURANCE AND BONDS

§ 5.1 Insurance shall be in accordance with Article 15 of the Master Agreement, except as indicated below:
(Insert any insurance requirements that differ from those stated in the Master Agreement, such as coverage types, coverage limits, and durations for professional liability or other coverages.)

n/a

Deleted: « »

§ 5.2 In addition to insurance requirements in the Master Agreement, the Contractor shall carry the following types of insurance.
(List below any other insurance coverage to be provided by the Contractor, not otherwise set forth in the Master Agreement, and any applicable limits.)

Coverage	Limits

§ 5.3 Pursuant to section 15.1.7 of the Master Agreement, the Contractor shall procure Professional Liability insurance covering performance of the professional services, with policy limits of not less than « » ($ « ») per claim and « » ($ « ») in the aggregate.

§ 5.4 Pursuant to section 15.1.8 of the Master Agreement, the Contractor shall procure Pollution Liability insurance, with policy limits of not less than « » ($ « ») per claim and « » ($ « ») in the aggregate.

§ 5.5 Pursuant to section 15.1.9 of the Master Agreement, the Contractor shall procure a Combined Professional Liability and Pollution Liability insurance policy, with combined policy limits of not less than « » ($ « ») per claim and « » ($ « ») in the aggregate.

§ 5.6 The Contractor shall provide surety bonds, from a company or companies lawfully authorized to issue surety bonds in the jurisdiction where the Project is located, as follows:
(Specify type and penal sum of bonds.)

Type	Penal Sum ($0.00)
Payment Bond	n/a
Performance Bond	n/a

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Payment and Performance Bonds shall be AIA Document A312™, Payment Bond and Performance Bond, or contain provisions identical to AIA Document A312™, current as of the date of this Work Order.

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ARTICLE 6 PARTY REPRESENTATIVES

§ 6.1 The Owner identifies the following representative in accordance with Section 1.4.1 of the Master Agreement:
(List name, address, and other information.)

Patrick Ontiveros, General Counsel and Director of Facilities
Magnolia Public Schools
250 East 1st Street, Suite 1500« »
Los Angeles, CA 90012
Mobile: 323.490.0701
pontiveros@magnoliapublicschools.org

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§ 6.2 The Contractor identifies the following representative in accordance with Section 1.5.1 of the Master Agreement:
(List name, address, and other information.)

« »
« »
« »
« »
« »
« »

ARTICLE 7 ENUMERATION OF CONTRACT DOCUMENTS

§ 7.1 The Contract Documents are defined in Section 6.2 of the Master Agreement and, except for Modifications issued after execution of this Work Order, are enumerated in the sections below.

§ 7.1.1 This Work Order

§ 7.1.2 The Master Agreement

§ 7.1.3 The Supplementary and other Conditions of the Contract:

Document	Title	Date	Pages

§ 7.1.4 The Specifications:
(Either list the Specifications here or refer to an exhibit attached to this Work Order.)

n/a

Deleted: « »

Section	Title	Date	Pages

§ 7.1.5 The Drawings:
(Either list the Drawings here or refer to an exhibit attached to this Work Order.)

n/a

Deleted: « »

Number	Title	Date

§ 7.1.6 The Addenda, if any:

Number	Date	Pages

Portions of Addenda relating to bidding requirements are not part of the Contract Documents unless the bidding requirements are enumerated in this Article 5.

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§ 7.1.7 Additional documents, if any, forming part of the Contract Documents:
(List here any additional documents that are intended to form part of the Contract Documents.)

The Work under this Work Order shall be performed in accordance with the Architect's instructions for investigation as provided to Contractor under separate cover.

Deleted: « »

This Work Order entered into as of the day and year first written above.

OWNER *(Signature)*	**CONTRACTOR** *(Signature)*
Alfredo Rubalcava, CEO and Superintendent	James Woodside, Vice President
(Printed name and title)	*(Printed name and title)*

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Exhibit B-1

Brandow & Johnston Contract

BRANDOW & JOHNSTON
EST. 1945

Proposal for Structural Engineering Services

PROJECT: Magnolia Science Academy: Feasibility Study and Seismic Evaluation
DATE: 3/9/2018

PROJECT ADDRESS: 18238 Sherman Way
Reseda, CA 91355

REQUESTED BY: Timothy Buresh
tim.buresh@primesourcepm.com

DESCRIPTION OF STRUCTURAL ENGINEERING SERVICES:

This proposal is for a Feasibility Study and Seismic Evaluation of the existing 2-story school building.

SCOPE OF WORK SUMMARY:

Task 1: Develop limited schematic as-built drawings to facilitate Tasks 2 & 3.
Task 2: Structural Feasibility Study for the infill of open portions of the Second Floor Level to add classroom space.
Task 3: A Tier 1 Seismic Screening based on ASCE 41-13.

The ***Project*** will involve completing three Tasks. The first is a limited set of schematic as-built drawings for use in performing the Feasibility and Seismic Studies. The as-builts will require the client open hard finishes at the direction of B&J. Up to three site visits may be required to document the existing conditions. This will include a first visit to identify locations to open, second visit after the locations are open, and a possible third follow-up visit. Documentation of foundation elements is not included in the schematic as-builts.

The Feasibility Study (Task 2) portion of the Project will be to produce conceptual framing plans and a narrative description of work required to infill portions of the second-floor level to add classroom space. The infill will require new gravity framing and possibly seismic strengthening. The conceptual information will be sufficient for a cost estimator to price. A cost estimate is not included in this proposal.

The ASCE 41 Tier 1 Seismic Screening (Task 3) is a standard first step in completing a full seismic evaluation of a building. The Screening will identify possible deficiencies that may require retrofit or strengthening. If deficiencies are identified, the next step will be to complete a Tier 2 Deficiency Based Evaluation and Retrofit for a preliminary design of retrofit measures for pricing. A Tier 2 Evaluation is not included in this proposal.

CLIENT'S RESPONSIBILITIES: Client shall provide full information regarding requirements for the Project and shall designate, when necessary, a representative authorized to act in the Client's behalf with respect to the Project. The Client or Client's authorized representative shall review documents submitted by B&J and render decisions pertaining thereto promptly, to avoid unreasonable delay in the progress of B&J's services. The Client shall furnish required information as expeditiously as necessary for the orderly progress of B&J's services and B&J shall be entitled to rely upon the accuracy and completeness thereof.

Client also agrees to provide B&J with all reports regarding the findings and recommendations provided by appropriately licensed or qualified persons from surveys of the Project site and facilities.

COMPENSATION: B&J shall be paid for these services on the basis of a lump sum fixed fee which includes compensation for professional services performed by B&J and its consultants as described in this Agreement. In addition to the lump sum fixed fee, B&J shall be paid for Reimbursable Expenses and cost of professional services performed by others not specifically included in the description of services for this Agreement as described in SECTION II – Reimbursable Expenses; approved additional services as mutually agreed between B&J and Client; and Premium Payments for Overtime Work approved in advance by the Client.

ENGINEERING FEE:

Task 1: Schematic As-builts.....	$	3,500
Task 2: Infill Feasibility Study.....	$	4,000
Task 3: ASCE 41 Tier 1 Seismic Screening.....	$	4,500
Total Fee (Lump Sum)	**$**	**12,000**

The proposed B&J engineering fees are valid for a period of 6 months from the date of proposal unless this proposal is withdrawn or otherwise revised by B&J.

ADDITIONAL SERVICES: Scope and fee for additional services, if any, will be as mutually agreed in writing by B&J and Client. Refer to ATTACHMENT A for the B&J hourly rate schedule, which is updated yearly.

GENERAL TERMS OF AGREEMENT

SECTION I. Definitions

The following are definitions of certain terms as used in this Agreement:

A. "Direct Personnel Expense". Direct salaries earned by productive personnel while performing services directly related to each work assignment and by their supervisors plus the cost for mandatory and customary benefits provided by B&J to such individuals. Direct salaries are computed by using total hours employed on each work assignment multiplied by the regular hourly rate of pay.

B. "Overtime Work." Hours worked by each employee in excess of the normal daily schedule or 40 hours each week, whichever is greater.

C. "Premium Payments for Overtime Work". Direct salaries earned by each employee as computed using hours of overtime work multiplied by one-half the regular hourly rate of pay.

D. "Certify", "Certification". These or derivative words when used in this Agreement or in any document developed or arising out of this Agreement or services provided by B&J hereunder, mean the provision by B&J of its professional opinion of Project conditions which result from knowledge of B&J, its employees, or consultants that is gained from visual observations that have been performed. Certification by B&J, its employees and consultants shall not relieve any other party of any contractual or customary responsibility or obligation.

E. "Purchase Order". This term or such document, if used, by the Client in connection with this Project shall be considered an accounting convenience for the Client in terms of defining a basis for tracking project accounting for the Client only. All terms and conditions, if any, appearing on or attached to or referenced by a Purchase Order (other than reference to this Agreement) are void and are superseded by the terms and conditions of this Agreement.

F. "Cost Estimate". This term or derivative terms mean a professional opinion provided by B&J or its consultants of the probable construction cost of the Project. In providing opinions of probable construction cost, the Client understands that B&J has no control over costs or the price of labor, equipment or materials, or over the construction contractor's method of pricing, and that the opinions of probable construction costs provided are made on the basis of B&J's qualifications and experience. B&J makes no warranty, expressed or implied, as to the accuracy of such opinions as compared to actual bids or actual costs.

SECTION II. Reimbursable Expenses

B&J may incur expenses such as the following while performing the required services. None of these expenses are included in the Compensation for services. When requested by the Client, B&J may incur such expenses which shall be reimbursed by the Client as follows:

A. On the basis of cost plus 15%, unless prepaid by Client, for items such as the following:
   1. Fees paid for securing approvals of documents prepared by B&J and its consultants by authorities having jurisdiction over the Project.
   2. Transportation, lodging and subsistence costs for travel to points outside Los Angeles and Orange Counties.
   3. Communication costs including delivery charges, express mail and postage.
   4. Fees and expenses for special consultants and for other services and data furnished on behalf of the Client.
   5. All charges relating to photographs, photostats and other special reproductions required for the Project.
   6. Expenses for reproduction, binding, and delivery of technical reports; of all construction documents issued to Client, contractors, B&J and others; and of all leasing data required by Client or its consultants.

B. Travel utilizing personal vehicles shall be reimbursed at $0.585 per mile plus tolls and parking expenses

C. Travel utilizing shared ride services (such as Uber, Lyft, etc.) or car sharing services (such as ZipCar, etc.) shall be reimbursed on the basis of cost plus 15%.

D. On the basis of cost for Premium Payments for Overtime Work required for the Project.

SECTION III. Payments Due

All Compensation for professional services earned and Reimbursable Expenses incurred shall be due and payable monthly upon presentation of invoices therefore, with payment of 75% of the Engineering Fee to be received prior to issuance of any construction documents for review by governmental agencies having jurisdiction. Client concurs that time is of the essence with respect to payment of these invoices, and that timely payment is a material part of the consideration of this Agreement. If payment in full is not received by B&J within 30 days after such presentation, B&J shall:

A. Be paid a monthly service charge (not an interest charge) of 1-1/2% per month on the unpaid balance from the date of the invoice, but the payment of such charge shall not excuse the default in payment; and

B. Have the right to:
   1. Suspend all work until payment is received and at no liability to B&J if Client is damaged by the suspension; and/or,
   2. Terminate the unperformed portion of this Agreement at no liability to B&J if Client is damaged by the termination.

Any payment received by B&J more than 30 days after presentation of invoice to Client shall first be applied to accrued service charge and then to the principal unpaid amount. Payment of invoices is in no case subject to reduction, discounting, or set-off by Client. In addition to all other amounts to be paid to B&J, Client shall reimburse B&J for all costs and expenses incurred, including consultants' and attorneys' fees and Direct Personnel Expense plus 100% for personnel of B&J, should B&J institute collection procedures, commence arbitration, or file suit to collect amounts due to B&J under this Agreement.

SECTION IV. Services

During the performance of professional services under this Agreement, instruments of service such as design studies, engineering calculations, drawings, specifications and other documents will be prepared as required to communicate the intent and detailed requirements for the Project. These documents may represent imperfect data and may contain conflicts, errors, omissions and code violations which will be corrected when identified. B&J, its employees and consultants use that standard of care, skill and diligence customarily followed by architects and engineers in this and similar communities. Construction is the sole responsibility of the Contractor(s) and B&J does not guarantee the work of any Contractor(s).

SECTION V. Ownership of Documents and Indemnity for Unauthorized Use

Reports, drawings, calculations, specifications, and other Instruments of Service, whether in hard copy or machine readable form, are and shall remain the property of B&J. Client shall be permitted to retain copies, including reproducible copies, of the reports, drawings and specifications and, following completion of the Project, the original drawings and specifications for information and reference in connection with the use and occupancy of the Project by Client. Submission or distribution of these documents to meet official regulatory requirements or for similar purposes in connection with the Project is not publication which is prohibited hereby. Client hereby releases B&J and agrees to defend, indemnify, and hold B&J, its partners, employees, and consultants harmless of, from and against any claims, loss, cost damage or expense of any nature, including attorneys' fee, arising out of, based upon, or relating to any use of these documents under any circumstances in which B&J is not then performing services on the project for which the documents are being used.

SECTION VI. Limitation of Liability and Remedy

Client agrees that, notwithstanding any law or any provision of this Agreement to the contrary, any liability related to this Agreement and the services hereunder, which is the result of the negligent acts, errors or omissions of B&J, its partners, employees, agents and consultants and any remedy therefore to Client and to all construction Contractors, Subcontractors and suppliers related to this Agreement or to the services provided hereunder, shall be limited solely to insurance proceeds in the amounts of General Liability of $1 million single occurrence and $2 million in the aggregate and Professional Liability to $2 million single occurrence and $2 million in the aggregate. ~~In no event shall any such liability or remedy for any such liability exceed an amount equal to the total Engineering Fee recorded on this Authorization which has been paid to B&J for this Project.~~ Neither the assets nor any other property of any partner, employee or agent of B&J shall be subject to any liability, claim, remedy, execution or obligation of any nature arising out of or related to this Agreement or to the services provided hereunder. Further, in no event shall either party be liable to the other for consequential damages, incidental damages, or any economic loss damages relating to this Agreement or the Project.

SECTION VII. Suspension

If B&J's work on the project is suspended for more than 120 days at the direction of the Client or Owner, the Client shall compensate B&J for all services performed by B&J prior to the suspension. When the project is resumed B&J's fees for the remaining services shall be equitably adjusted, including expenses incurred due to interruption and resumption of B&J's services and any changes in project requirements.

SECTION VIII. Termination

This Agreement may be terminated upon written notice of 7 days by Client should the Project be permanently abandoned or by B&J prior to written approval by Client of the schematic design or other initial phase documents. In the event of termination, the Compensation earned by B&J for all services performed through the period of notice shall be increased by 5%. Upon termination, all invoices presented by B&J for services and for Reimbursable Expenses shall become immediately due and payable.

SECTION IX. Dispute Resolution

Any controversy or claim arising out of or relating to this Agreement, or the breach thereof, shall be initially submitted to mediation conducted in Los Angeles, California. In the event mediation does not successfully resolve the dispute, either party may pursue resolution in a court of competent jurisdiction located in Los Angeles County, California.

SECTION X. Indemnification of B&J

Client releases and shall defend, indemnify and hold B&J, its partners, employees, and consultants harmless of, from and against any and all claims, costs, expenses (including attorney's fees), judgments, penalties, liabilities or losses of any kind whatsoever arising out of (a) the presence of hazardous materials on the job site, (b) the dispersal, discharge, escape, release, saturation or other presence of any kind of contaminant or pollutant in connection with the Project, (c) requirements of the Americans with Disabilities Act, Public Law 101-336, which have not been incorporated into the building codes applicable to the Project, and (d) erroneous information or direction given to either Client or B&J by government officials. This SECTION X shall remain in effect and survive the suspension, abandonment, termination, or completion of this Agreement.

SECTION XI. Governing Law

This Agreement shall be governed by the laws of the State of California. Applicable governmental regulations, building codes and ordinances in effect at the date of this Agreement shall govern the professional services performed under this Agreement.

SIGNATURES

IN WITNESS WHEREOF, on the day and year first written above, the parties hereto have executed this Agreement in multiple counterparts, each of which counterpart shall be deemed an original.

BRANDOW & JOHNSTON (B&J HBK, Inc.)

By: _____
James Pearson, SE 4335
President

CLIENT: Magnolia Public Schools
250 East 1st Street
Los Angeles, CA 90012

By: _____

3/12/18
Date

CLIENT, PLEASE RETURN A SIGNED COPY AS AUTHORIZATION TO PROCEED

O:\PROPOSALS\2018\Magnolia Science Academy\2018-03-08_Magnolia Science Academy_B&J Structural Proposal.docx

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ATTACHMENT A

STRUCTURAL ENGINEERING SERVICES

HOURLY BILLING RATES
(Effective January 2018)

Principal	$220.00
Associate Principal	185.00
Project Manager	160.00
Project Engineer	135.00
Design Engineer	110.00
REVIT/CAD Manager	150.00
REVIT/CAD Lead Technician	135.00
REVIT/CAD Technician	110.00

Note:
- Rates change annually.
- Reimbursables billed at cost plus 15%.
- Overtime rates are 1½ times the above.

BRANDOW & JOHNSTON
EST. 1945

Authorization Request for Supplemental Structural Engineering Services

PROJECT: Magnolia Science Academy
Renovation and Voluntary Seismic Retrofit

B&J NO.: S18-0103
ADD. SERVICE NO.: 1

DESCRIPTION: This proposal is for the engineering design through plancheck approval for renovations and voluntary seismic retrofit of the existing 2-story Magnolia Science Academy. Construction administration is NOT included in this proposal.

REQUESTED BY: Timothy Buresh of behalf of:
Magnolia Public Schools

DATE: 6/1/2018

AGREEMENT REFERENCE DATA – *Magnolia Science Academy: Feasibility and Seismic Evaluation* dated 3/9/18

DESCRIPTION OF ADDITIONAL ENGINEERING SERVICES:

Brandow & Johnston requests authorization to proceed with additional structural engineering services, revised scope of service and/or reimbursable expenses as follows:

1. Additional Existing Conditions Documentation
2. Construction Documents
3. Plancheck Approval

Refer to **ATTACHMENT A** for a detailed description of the structural work and scope of services included in this proposal.
Refer to **ATTACHMENT B** for a list of additional services and scope exclusions.

ENGINEERING FEE: For the scope of services described above, our engineering fee is:

Additional Existing Conditions Documentation.....	$	5,200
Construction Documents (CD)	$	39,600
Plancheck Approval (PC)	$	7,800
Total Fee (Lump Sum)	**$**	**52,600**

BRANDOW & JOHNSTON (B&J HBK, Inc.)
A California Corporation

By: James D. Pearson
James Pearson, SE 4335
President

Client: Approved and accepted in accordance with the general terms of agreement
Magnolia Public Schools
250 East 1st Street
Los Angeles, CA 90012

By: Alfredo Rubalcava

07-30-2018
Date

CLIENT, PLEASE RETURN ONE SIGNED COPY OF AGREEMENT AS AUTHORIZATION TO PROCEED.

ATTACHMENT A

STRUCTURAL ENGINEERING DETAILED SCOPE OF SERVICES

The following summarizes our understanding of structural work included in this project:

1. The project will include renovations and voluntary seismic retrofit of deficiencies identified in our ASCE 41 Tier 1 Report dated May 2, 2018. These items are as follows:
    a. Renovations:
        i. Extend the second floor to the front of the building
        ii. Infill the lowered ground floor slab-on-grade area at the middle of the building.
        iii. Modify the elevator door at the ground floor to accommodate the new finish floor elevation per item ii.
    b. Seismic deficiencies:
        i. Wall anchors from exterior brick masonry walls to wood-framed floor and roof.
        ii. Cross-diaphragm ties from one exterior side to the other.
        iii. Shear strength of back (south) wall.
        iv. Diaphragm connection at second floor to front (north) side of building (Item a.i. above)
        v. Add shear walls at front (north) side of building.

2. A more detailed existing conditions survey is required. B&J will produce a plan to expose additional structural elements covered by finishes. We will make observations and document the conditions for development of the construction documents.

3. Assumptions and Exclusions:
    a. Our fee is for Construction Documents (CD) and Plancheck Approval only.
    b. Our schedule assumes the plancheck submittal will be no earlier than July 18th.
    c. Additional renovations due to architectural work other than described above are not included.
    d. Structural work for MEP work related to the renovations is not included. } any needed ?
    e. A structural testing plan, for destructive or non-destructive testing to be done by others, is not included but may be necessary.

Our scope and deliverables for each phase is as follows:

Additional Existing Conditions Documentation
- Provide a plan to expose additional structural elements covered by finishes for others to remove.
- Site visit to observe and document the hidden conditions.
- Follow-up site visit if additional areas need to be exposed following initial visit.

Construction Documents Phase (CD)
- Structural design, detailing, engineering calculations
- Supporting calculations and seismic analysis.
- Structural plan review submittal including construction documents and calculations for Architect or others to submit to the Building Department.

Plancheck Phase (PC)
- Response to plan review comments. We assume no more than 2 meetings with the plan checker will be required for approval.

ATTACHMENT B

STRUCTURAL ENGINEERING ADDITIONAL SERVICES AND EXCLUSIONS

Additional services beyond the present scope of work include, but not limited to engineering services relating to the following:

1. Addition or revision to the project after B&J receives authorization to proceed with design, engineering and/or drafting. Extra services apply to revisions for that portion of the project that have been engineered and/or drafted.
2. Engineering associated with evaluation of alternate systems to reduce construction costs after design of system is underway or completed.
3. Any engineering services, design and detailing, for portions of the project outside our normal scope of services, unless specifically identified in the "Scope of Services.", including:
    a. Landscape structures such as trellises, canopy structures, fountains, fences, planters, etc.
    b. Civil structures such as roads, parking, walkways, site retaining walls, trash enclosures, etc.
    c. Light pole foundations.
    d. Interior/tenant improvements.
    e. Anchorage design for signage, graphics, mechanical, attachments to structures, etc.
    f. Steps, ramps and or other site elements that have not been included in our scope of services.
    g. Design-build components such as elevators, stairs (interior and exterior), window washing systems, exterior walls systems and their connections (including embedded items), light gage framing and their connections, interior and exterior.
    h. Design of typical interior architectural elements and non-structural elements such as walls, ceilings and soffits, exterior cladding/storefront systems, including mullions and glass, and their connections.
    i. Seismic restraint for piping, conduits, ducts etc.
4. Submittal or completion of LEED documentation to USGBC.
5. Preparation of demolition drawings.
6. Preparation of book-type technical specifications.
7. Special computer investigations, such as a dynamic analysis, non-linear static, non-linear dynamic and performance based analyses.
8. Special site investigations, preparation of a testing program and other engineering effort associated with the lack of reference drawings and information related to existing construction.
9. Construction Cost estimates.
10. Project meetings, construction observation or other requirements to be at the project site in addition to those meetings addressed in the Construction Administration Phase of the Scope of Services.
11. Engineering services related to construction means and methods including construction shoring of earth banks, demolition of existing structures, shoring of new and existing structures, and temporary supports for construction loads.
12. Response to contractor RFI's to correct, document or obtain building department approval for deviations from the construction documents.
13. Review of contractor submittals not required by the construction documents.
14. Contractor's proposed substitution of materials and products, including review of substitutions not finally adopted.
15. Review of reinforcing steel fabrication and erection drawings.
16. Review of shop drawings and submittals beyond the first resubmittal. The initial and first resubmittal review of submittals are included in the scope of this proposal.
17. Added or revised penetrations through structural members requested during construction.
18. Evaluation of, and assistance with, remediation of Construction Errors.
19. Revisions to the design documents for the convenience of the contractor, including alternate schemes, used or not.
20. Redesign of equipment anchorage and supports during construction to accommodate units that differ in size weight or method of attachment from the design basis.
21. Engineering associated with unforeseen existing conditions.

Powered by BoardOnTrack

22. Revisions associated with unknown soil or site conditions.
23. Production of Record or as-built structural drawings.

When additional services are anticipated, we will estimate our fee based upon our hourly billing rates and obtain approval before proceeding.

MAGNOLIA PUBLIC SCHOOLS

Exhibit B-2

Pacific Engineers Group, Consulting Electrical Engineers Contract

PROFESSIONAL CONSULTANT SERVICES AGREEMENT – ELECTRICAL ENGINEERING CONSULTING SERVICES

THIS AGREEMENT is made and entered into this 19th day of June, 2018, by and between Magnolia Educational & Research Foundation hereinafter referred to as "**Client**", and Pacific Engineers Group hereinafter referred to as "**Consultant**."

WHEREAS, Client is planning the general renovation of its existing classroom building on its MSA-1 Reseda campus; and

WHEREAS, Client is planning the seismic renovation of its existing classroom building on its MSA-1 Reseda campus which will increase the occupied space and create new rooms; and

WHEREAS, Client is planning the use of Prop 39 funds for an HVAC equipment replacement to improve energy efficiency of the existing classroom building; and

WHEREAS, Client is desirous of obtaining a professional electrical engineering firm to provide electrical engineering consulting services to improve existing electrical service, serve the newly created space, support the general renovation, and to assist in obtaining Prop 39 expenditure approvals; and

WHEREAS, Consultant is a licensed electrical engineering firm which represents itself as capable and qualified to provide desired services; and

NOW, THEREFORE, in consideration of the premises, the parties hereto agree as follows:

ARTICLE I – DUTIES OF CONSULTANT

Consultant agrees to provide professional services in accordance with the attached Scope of Work which is described in **Exhibit A – Scope of Services** of this Agreement. This Agreement is based in part on the Consultant's proposal for services which is incorporated into **Exhibit A**. The Consultant's proposal for these services included a listing of key personnel which shall not be changed except with written permission of Client. The Consultant's proposal does not anticipate the use of subconsultants. The addition of subconsultants to provide services under this Agreement shall require the prior authorization of the Client. Any subconsultants

added to the Consultant's team shall be required to comply with all of the terms of this Agreement.

ARTICLE II – DUTIES OF CLIENT

Client agrees to provide Consultant with such information as is possessed by the Client and is normally supplied to consultants performing such services. Specifically, the Client will provide access to as-built record drawings of the existing school and support facilities, copies of schematic plans for the existing building renovation, copies of final plans for the existing building renovation, copies of Prop 39 funding approvals, and access to Client staff. Client will appoint a designated representative with authority to act on behalf of the Client in all matters related to this Agreement. The Client's designated representative for this Agreement is: **Tim Buresh** of PrimeSource PM, LLC. The Client may change its designated representative at any time by written notice to Consultant.

ARTICLE III – COMPENSATION

District agrees to pay Consultant for services rendered under this Agreement as described in **Exhibit B - Compensation** of this Agreement. Specified compensation shall be inclusive of all fees, costs and reimbursables attributed to the services to be provided as specified in **Exhibits A and B**. Consultant shall obtain Client written approval prior to exceeding the not to exceed limit specified in **Exhibit B** and shall obtain written approval for any increase in such limit. Consultant shall be paid for the services to be provided on a monthly basis within thirty (30) days after receipt of approved invoices by the Client. Consultant shall maintain accounting records related to this Agreement available for inspection by Client for a period of not less than two years after the termination of this Agreement.

ARTICLE IV – INSURANCE REQUIREMENTS

Consultant shall maintain insurance coverage for services provided under this Agreement in accordance with the requirements specified in **Exhibit C - Insurance.**

ARTICLE V – NO AGENCY RELATIONSHIP

No agency relationship between Client and Consultant is intended or created by this Agreement. Consultant is not authorized and shall not at any time or in any manner represent

that it is an agent, servant or employee of the Client, it being expressly understood that Consultant is and at all times shall remain a wholly independent contractor.

ARTICLE VI – TERM

Services shall be performed in accordance with the schedule requirements contained in **Exhibit A** of this Agreement. Any change in overall duration beyond the time specified in **Exhibit A** requires prior written authorization from the Client. Consultant shall commence services required to be performed herein within five working days after receipt of Client's Notice to Proceed.

ARTICLE VII – FINDINGS CONFIDENTIAL

All of the reports, findings and conclusions prepared or assembled by Consultant under this Agreement are confidential, and Consultant agrees that they shall not be made available to any individual or organization without prior written approval of the Client. All reports and findings and computer files shall become the property of the Client, but only for the purposes intended by this Agreement; however, no conclusions, opinions or studies provided by Consultant shall be made available to any other party except in connection with the original purpose of the assignment, without prior written approval of the Client.

ARTICLE VIII - TERMINATION

This Agreement shall terminate upon completion of all services required herein, or at any time by mutual agreement. The Agreement may be terminated by either party upon not less than seven (7) days written notice should the other party breach or otherwise default under this Agreement and such breach or default remain uncured beyond any reasonable cure period. Client, however, may terminate this Agreement at any time by Notice of Termination in writing to Consultant. In the event of such termination, Consultant shall deliver to the Client all documents, files and records or copies thereof pertaining to any work which may be in progress and Client shall pay to Consultant an amount which equitably reflects the proportion of work completed by Consultant on each assignment, provided that in no event shall the compensation paid pursuant to this paragraph exceed the amount which would have been payable pursuant to Article III of this Agreement.

ARTICLE IX - NOTICES

Any notice given pursuant to this Agreement shall be deemed received and effective when properly addressed, posted and deposited in the United States mail addressed to the respective parties as follows:

DESIGNATED REPRESENTATIVE
PrimeSource PM, LLC
Attn: Tim Buresh
655 Deep Valley Drive, Suite 355
Rolling Hills Estates, CA 90274
424/903-0981
tim.buresh@primesourcepm.com

CLIENT
Magnolia Educational & Research Foundation
Attn: Patrick Ontiveros
250 East 1st Street, Suite 1500
Los Angeles, CA 90012
~~213/628-7419~~ (213) 628-3634
pontiveros@magnoliapublicschools.org

CONSULTANT
Pacific Engineers Group
Attn: Jimmy Fong
2740 West Magnolia Boulevard, Suite 205
818/748-1758-230
Burbank, CA 91506
jimmyfong@pacificeng.net

ARTICLE X – NON-ASSIGNABILITY

Consultant shall not assign any interest in this Agreement and shall not transfer any interest in the same whether by assignment or novation without prior written approval of Client.

ARTICLE XI – EQUAL EMPLOYMENT

Consultant agrees that during the performance of this Agreement, they will not discriminate against any employee or applicant for employment because of race, creed, color, sex, age or national origin.

ARTICLE XII – CHANGES, AMENDMENTS AND MODIFICATIONS

No change, amendment or modification to this Agreement shall be effective unless in writing and signed by the Client.

ARTICLE XIII – ENTIRE AGREEMENT

This Agreement and any prior agreement, document or instrument attached hereto or referred to herein, integrate all the terms and conditions mentioned herein or incidental hereto, and supersede all oral negotiations and prior writings with respect to the subject matter hereof. In the event of any conflict between the terms, conditions and provisions of this Agreement in any such prior agreement, document or instrument, the terms, condition and provisions of this Agreement shall prevail.

ARTICLE XIV – APPLICABLE LAW

This Agreement shall be governed by, and construed under the laws of the State of California. This Agreement may be executed in as many counterparts as may be deemed convenient, each of which, when so executed, shall be deemed an original.

ARTICLE XV – STANDARD OF CARE

Consultant shall perform all services under this Agreement in a skillful, competent, timely manner consistent with the standards generally recognized as being employed by professionals performing similar work in the State of California. Consultant shall maintain throughout the term of the Agreement all professional licenses legally required to perform such services.

ARTICLE XVI – INDEMNIFICATION

Consultant agrees to indemnify and hold harmless Client from any and all losses including attorney's fees from third party claims that arise from the Consultant's alleged willful or negligent acts, errors or omissions or willful misconduct in the performance of services under this Agreement.

ARTICLE XVII – CHILD SAFTEY

Consultant is required to comply with Education Code Section 45125.1 with respect to the fingerprinting and background checks of employees who may come into contacts with Client's pupils. Consultant is required to provide evidence of testing and clearance to work with minors for tuberculosis of employees who may come into contacts with Client's pupils.

EXECUTION

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the date and year first above written.

Acceptance by Consultant:

Pacific Engineers Group

Jimmy Fong, P.E.

Principal

Date: June 26, 2018

Acceptance by Client:

Magnolia Educational & Research Foundation

~~Caprice Young, Ed. D.~~ Alfredo Rubalcava

Chief Executive Officer and Superintendent

Date: June 26, 2018

Exhibits & Attachments

The following documents are attached and included as herein:

Exhibit A – Scope of Services

Exhibit B – Compensation

Exhibit C – Insurance

Attachment – Client Request for Proposals Dated May 2nd, 2018

Attachment – Consultant's Proposal Dated May 8th, 2018

Exhibit A – Scope of Services

Consultant shall provide electrical engineering consulting services as requested in Client's Request for Proposals dated May 2nd, 2018 (attached and included herein by reference) and Consultant's proposal dated May 9th, 2018 (attached and include herein by reference), as modified by negotiation. The scope of work potentially includes multiple activities: (1) electrical engineering support in the preparation of a design/build procurement package to provide for the replacement of HVAC and hot water boiler replacement equipment including required Prop 39 documentation; (2) electrical engineering support for design modifications to the existing HVAC system to incorporate new replacement equipment; (3) design of lighting and power systems for the expansion of the 2nd floor and creation of new interior rooms sufficient to obtain a City of Los Angeles building permit; (4) analysis and potential modification of the existing switchgear to accept PV power from a Magnolia-owned facility on site; and (5) such other tasks as may be required by the Owner. Actual tasks and level of effort will be as directed by Client.

The contract duration will be one year from the date of this Agreement unless extended by approved change order. Services will begin immediately upon approval of contract by the Client's Board of Education. The immediate task shall be to support the preparation of the HVAC equipment replacement package, which shall be completed within 6 weeks. The second task shall be the renovation design which shall be completed sufficiently for permit submission within 4 months. Follow-on phases of work will extend for one year. Time is of the essence in the performance of this Agreement.

All written products will be supplied in appropriate electronic format on flash drive.

Exhibit B – Compensation

Note that tasks described in Exhibit A – Scope of Services are very preliminary and that actual work and level of effort may vary considerably. Compensation shall be on a time and materials basis for all tasks with Consultant reimbursed for actual hours of service and reimbursable expenses directly related to this Agreement. Total compensation under this agreement will not exceed $25,000 in total compensation unless modified by approved change order.

Hourly services will be reimbursed at the following rates:

Principal - $190.00
Project Engineer - $150.00
Engineering Assistants - $135.00
CADD - $85.00
Clerical - $55.00

Rates are established as of the date of this agreement and shall be fixed for a period of one year from the date of the Agreement, and may be subject to adjustment on an annual basis thereafter.

Reimbursable expense will not include those expenses normally included in a home office overhead account. Anticipated reimbursable expenses for this contract include: project related travel, presentation material production and copying, and City permit fees. Reimbursable expenses shall only be incurred with Client approval. Reimbursable expenses will be billed based on a multiple of 1.10 times the expense incurred by consultants in the interest of the project.

Payment will be made based on monthly approved invoices. Invoices will be submitted to Client's designated representative for approval. Payment will be via wire transfer to the Consultant's account. Consultant shall provide wire transfer information prior to submission of its first invoice. Consultant wire transfer information may be changed by the Consultant at any time by written notice to Client.

Exhibit C – Insurance

Consultant shall maintain the following levels of single occurrence and aggregate insurance coverage for the duration of this Agreement and any change orders:

Commercial general liability – $1,000,000/$2,000,000

Automobile liability - $1,000,000/$1,000,000

Workers compensation and employer liability – statutory

Professional liability - $0/$0

Insurance coverage shall list Magnolia Educational Research & Foundation as additional insured and shall require a 30-day written termination notice provision. Proof of insurance shall be provided prior to the start of work under this Agreement.

MAGNOLIA PUBLIC SCHOOLS

Exhibit B-3

Maroko & Shwe, Inc. Contract

Magnolia Science Academy-1
New High School Project
Professional Services Agreement – Maroko & Shwe

PROFESSIONAL CONSULTANT SERVICES AGREEMENT – MECHANICAL ENGINEERING CONSULTING SERVICES

THIS AGREEMENT is made and entered into this 18th day of June, 2018, by and between Magnolia Educational & Research Foundation hereinafter referred to as "**Client**", and Maroko & Shwe, Inc. hereinafter referred to as "**Consultant.**"

WHEREAS, Client is planning the renovation of its existing classroom building on its MSA-1 Reseda campus; and

WHEREAS, Client is planning the use of Prop 39 funds for an HVAC equipment replacement to improve energy efficiency of the existing classroom building; and

WHEREAS, Client is desirous of obtaining a professional mechanical engineering firm to provide mechanical engineering services and to assist in obtaining Prop 39 expenditure approvals; and

WHEREAS, Consultant is a licensed mechanical engineering firm which represents itself as capable and qualified to provide desired services; and

NOW, THEREFORE, in consideration of the premises, the parties hereto agree as follows:

ARTICLE I – DUTIES OF CONSULTANT

Consultant agrees to provide professional services in accordance with the attached Scope of Work which is described in **Exhibit A – Scope of Services** of this Agreement. This Agreement is based in part on the Consultant's proposal for services which is incorporated into **Exhibit A**. The Consultant's proposal for these services included a listing of key personnel which shall not be changed except with written permission of Client. The Consultant's proposal does not anticipate the use of subconsultants. The addition of subconsultants to provide services under this Agreement shall require the prior authorization of the Client. Any subconsultants added to the Consultant's team shall be required to comply with all of the terms of this Agreement.

ARTICLE II – DUTIES OF CLIENT

Client agrees to provide Consultant with such information as is possessed by the Client and is normally supplied to consultants performing such services. Specifically, the Client will provide access to as-built record drawings of the existing school and support facilities, copies of schematic plans for the existing building renovation, copies of final plans for the existing building renovation, copies of Prop 39 funding approvals, copies of energy bills and access to Client staff. Client will appoint a designated representative with authority to act on behalf of the Client in all matters related to this Agreement. The Client's designated representative for this Agreement is: **Tim Buresh** of PrimeSource PM, LLC. The Client may change its designated representative at any time by written notice to Consultant.

ARTICLE III – COMPENSATION

District agrees to pay Consultant for services rendered under this Agreement as described in **Exhibit B - Compensation** of this Agreement. Specified compensation shall be inclusive of all fees, costs and reimbursables attributed to the services to be provided as specified in **Exhibits A and B**. Consultant shall obtain Client written approval prior to exceeding the not to exceed limit specified in **Exhibit B** and shall obtain written approval for any increase in such limit. Consultant shall be paid for the services to be provided on a monthly basis within thirty (30) days after receipt of approved invoices by the Client. Consultant shall maintain accounting records related to this Agreement available for inspection by Client for a period of not less than two years after the termination of this Agreement.

ARTICLE IV – INSURANCE REQUIREMENTS

Consultant shall maintain insurance coverage for services provided under this Agreement in accordance with the requirements specified in **Exhibit C - Insurance.**

ARTICLE V – NO AGENCY RELATIONSHIP

No agency relationship between Client and Consultant is intended or created by this Agreement. Consultant is not authorized and shall not at any time or in any manner represent that it is an agent, servant or employee of the Client, it being expressly understood that Consultant is and at all times shall remain a wholly independent contractor.

ARTICLE VI – TERM

Services shall be performed in accordance with the schedule requirements contained in **Exhibit A** of this Agreement. Any change in overall duration beyond the time specified in **Exhibit A** requires prior written authorization from the Client. Consultant shall commence services required to be performed herein within five working days after receipt of Client's Notice to Proceed.

ARTICLE VII – FINDINGS CONFIDENTIAL

All of the reports, findings and conclusions prepared or assembled by Consultant under this Agreement are confidential, and Consultant agrees that they shall not be made available to any individual or organization without prior written approval of the Client. All reports and findings and computer files shall become the property of the Client, but only for the purposes intended by this Agreement; however, no conclusions, opinions or studies provided by Consultant shall be made available to any other party except in connection with the original purpose of the assignment, without prior written approval of the Client.

ARTICLE VIII - TERMINATION

This Agreement shall terminate upon completion of all services required herein, or at any time by mutual agreement. The Agreement may be terminated by either party upon not less than seven (7) days written notice should the other party breach or otherwise default under this Agreement and such breach or default remain uncured beyond any reasonable cure period. Client, however, may terminate this Agreement at any time by Notice of Termination in writing to Consultant. In the event of such termination, Consultant shall deliver to the Client all documents, files and records or copies thereof pertaining to any work which may be in progress and Client shall pay to Consultant an amount which equitably reflects the proportion of work completed by Consultant on each assignment, provided that in no event shall the compensation paid pursuant to this paragraph exceed the amount which would have been payable pursuant to Article III of this Agreement.

ARTICLE IX - NOTICES

Any notice given pursuant to this Agreement shall be deemed received and effective when properly addressed, posted and deposited in the United States mail addressed to the respective parties as follows:

DESIGNATED REPRESENTATIVE

PrimeSource PM, LLC

Attn: Tim Buresh

655 Deep Valley Drive, Suite 355

Rolling Hills Estates, CA 90274

tim.buresh@primesourcepm.com

CLIENT

Magnolia Educational & Research Foundation

Attn: Patrick Ontiveros

250 East 1st Street, Suite 1500

Los Angeles, CA 90012

~~213/628-7419~~ (213) 628-3634

pontiveros@magnoliapublicschools.org

CONSULTANT

Maroko & Shwe, Inc.

Attn: James Shwe

1106-B West Magnolia Boulevard

Burbank, CA 91506

jshwe@marokoshwe.com

ARTICLE X – NON-ASSIGNABILITY

Consultant shall not assign any interest in this Agreement and shall not transfer any interest in the same whether by assignment or novation without prior written approval of Client.

ARTICLE XI – EQUAL EMPLOYMENT

Consultant agrees that during the performance of this Agreement, they will not discriminate against any employee or applicant for employment because of race, creed, color, sex, age or national origin.

ARTICLE XII – CHANGES, AMENDMENTS AND MODIFICATIONS

No change, amendment or modification to this Agreement shall be effective unless in writing and signed by the Client.

ARTICLE XIII – ENTIRE AGREEMENT

This Agreement and any prior agreement, document or instrument attached hereto or referred to herein, integrate all the terms and conditions mentioned herein or incidental hereto, and supersede all oral negotiations and prior writings with respect to the subject matter hereof. In the event of any conflict between the terms, conditions and provisions of this Agreement in any such prior agreement, document or instrument, the terms, condition and provisions of this Agreement shall prevail.

ARTICLE XIV – APPLICABLE LAW

This Agreement shall be governed by, and construed under the laws of the State of California. This Agreement may be executed in as many counterparts as may be deemed convenient, each of which, when so executed, shall be deemed an original.

ARTICLE XV – STANDARD OF CARE

Consultant shall perform all services under this Agreement in a skillful, competent, timely manner consistent with the standards generally recognized as being employed by professionals performing similar work in the State of California. Consultant shall maintain throughout the term of the Agreement all professional licenses legally required to perform such services.

ARTICLE XVI – INDEMNIFICATION

Consultant agrees to indemnify and hold harmless Client from any and all losses including attorney's fees from third party claims that arise from the Consultant's alleged willful or negligent acts, errors or omissions in the performance of services under this Agreement.

ARTICLE XVII – CHILD SAFTEY

Consultant is required to comply with Education Code Section 45125.1 with respect to the fingerprinting and background checks of employees who may come into contacts with Client's pupils. Consultant is required to provide evidence of testing and clearance to work with minors for tuberculosis of employees who may come into contacts with Client's pupils.

EXECUTION

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the date and year first above written.

Acceptance by Consultant:

James H Shwe

Maroko & Shwe, Inc.

James Shwe, P.E.

President

Date: 7/10/2018

Acceptance by Client:

Alfredo Rubalcava

Magnolia Educational & Research Foundation

~~Caprice Young, Ed. D.~~ Alfredo Rubalcava

~~Chief Executive Officer~~ Chief Executive Officer and Superintendent

Date: 07-27-2018

Exhibits & Attachments

The following documents are attached and included as herein:

Exhibit A – Scope of Services

Exhibit B – Compensation

Exhibit C – Insurance

Attachment – Client Request for Proposals Dated May 2nd, 2018

Attachment – Consultant's Proposal Dated May 8th, 2018

Magnolia Science Academy-1
New High School Project
Professional Services Agreement – Maroko & Shwe

Exhibit A – Scope of Services

Consultant shall provide mechanical engineering services as requested in Client's Request for Proposals dated May 2nd, 2018 (attached and included herein by reference) and Consultant's proposal dated May 8th, 2018 (attached and include herein by reference), as modified by negotiation. The scope of work includes two major activities: (1) the preparation of a design/build procurement package to provide for the replacement of HVAC and hot water boiler replacement equipment including required Prop 39 documentation; (2) the preparation of design modifications to the existing HVAC system to incorporate new replacement equipment, the expansion of the 2nd floor and creation of new interior rooms, and modifications to the existing ductwork to improve lines of sight in the atrium area and HVAC performance including plans sufficient for a City of Los Angeles building permit; and (3) such other tasks as may be required by the Owner.

Directors

The contract duration will be one year from the date of this Agreement unless extended by approved change order. Services will begin immediately upon approval of contract by the Client's Board of Education. The first task shall be the preparation of the HVAC equipment replacement package, which shall be completed within 6 weeks. The second task shall be the renovation design which shall be completed sufficient for permit submission within 4 months. Follow-on phases of work will extend for one year. Time is of the essence in the performance of this Agreement.

All written products will be supplied in appropriate electronic format on flash drive.

Exhibit B – Compensation

Compensation shall be on a lump sum basis for the preparation of the HVAC equipment design/build replacement package, and on a time and materials basis for all other tasks with Consultant reimbursed for actual hours of service and reimbursable expenses directly related to this Agreement. Lump sum compensation shall be $24,000 for task #1. Total compensation under this agreement will not exceed $35,000 in total compensation unless modified by approved change order.

Hourly services will be reimbursed at the following rates:

Principal - $168.25

Project Engineer - $117.78

Engineering Assistants - $90.68

Clerical - $74.03

Rates are established as of the date of this agreement and shall be fixed for a period of one year from the date of the Agreement, and may be subject to adjustment on an annual basis thereafter.

Reimbursable expense will not include those expenses normally included in a home office overhead account. Anticipated reimbursable expenses for this contract include: project related travel, presentation material production and copying, and City permit fees. Reimbursable expenses shall only be incurred with Client approval. Reimbursable expenses will be billed based on a multiple of 1.10 times the expense incurred by consultants in the interest of the project.

Payment will be made based on monthly approved invoices. Invoices will be submitted to Client's designated representative for approval. Payment will be via wire transfer to the Consultant's account. Consultant shall provide wire transfer information prior to submission of its first invoice. Consultant wire transfer information may be changed by the Consultant at any time by written notice to Client.

Exhibit C – Insurance

Consultant shall maintain the following levels of single occurrence and aggregate insurance coverage for the duration of this Agreement and any change orders:

Commercial general liability – $1,000,000/$2,000,000

Automobile liability - $1,000,000/$1,000,000

Workers compensation and employer liability – statutory

Professional liability - $2,000,000/$2,000,000

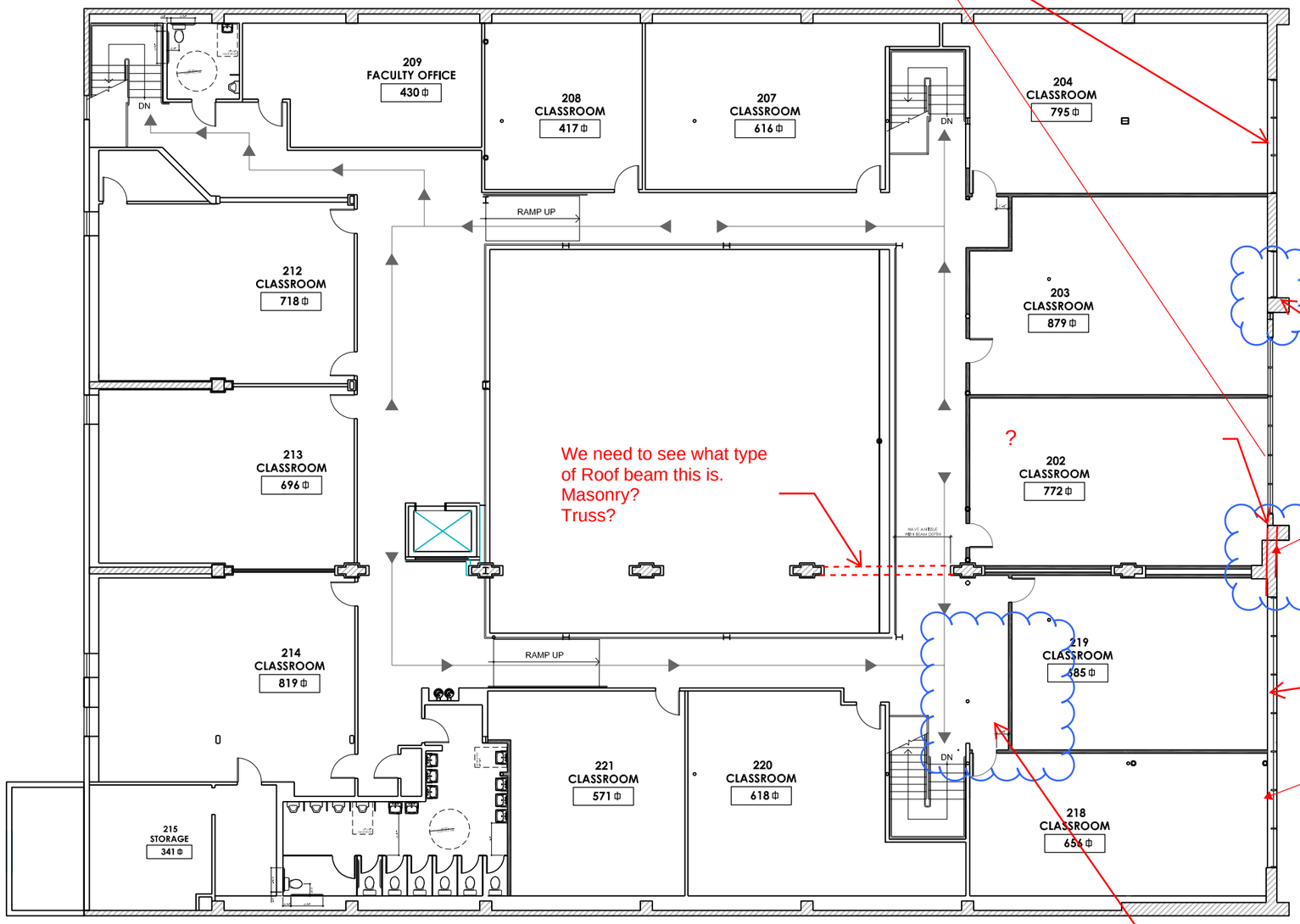
Insurance coverage shall list Magnolia Educational Research & Foundation as additional insured and shall require a 30-day written termination notice provision. Proof of insurance shall be provided prior to the start of work under this Agreement.

MAGNOLIA PUBLIC SCHOOLS

Exhibit C

Floor Plan Showing Where Additional Investigatory Work is Required

EXHIBIT C



At various locations high and low to find out what is supporting the window and the roof deck

We need to see what type of Roof beam this is. Masonry? Truss?

?

Where does the wall and the column intersect?

Also, verify type of the walls (CMU or Brick) and thickness of the walls.

At various locations high and low to find out what is supporting the window and the roof deck. Also, to verify the parapet construction (CMU, wood framing or else).

What is the existing floor construction? Concrete topping or wood?

N

SECOND FLOOR OCCUPANCY LOADS

CLASSROOMS	8,705 SQ. FT./20 = 436
NEW	3,204 SQ. FT.
EXISTING	5,501 SQ. FT.
OFFICES	438 SQ. FT./100 = 5
TOTAL OCCUPANCY	441

REQUIRES: 441 X .2 (STAIRWELL) = 88.2" OF EXIT WIDTH OR 7.35'
THERE IS CURRENTLY 144" OF EXIT WIDTH OR 12'

MAGNOLIA SCIENCE ACADEMY
PROPOSED SECOND FLOOR PLAN D

1/16" = 1'-0"
10-10-2018

STERN ARCHITECTS

Cover Sheet

Approval to Build Boundary Wall at MSA-1

Section:	III. Action Items
Item:	C. Approval to Build Boundary Wall at MSA-1
Purpose:	Vote
Submitted by:	
Related Material:	III C MSA 1 Wall Work.pdf III C Revised MSA 1 Proto II Wall.pdf

Board Agenda Item #:	III C- Action Item
Date:	December 13, 2018
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Patrick Ontiveros, General Counsel & Director of Facilities
RE:	Approval of Potential Change Item ("**PCI**") 17 for a New Wall Along the Southern Border of the MPS Property

I. Proposed Committee Recommendation(s)

Staff moves that the Board of Directors of MPS (the "**MPS Board**") approve Staff to authorize Oltmans Construction Company ("**Oltmans**") to construct a new 8-foot wall at a cost not to exceed $57,500 along the southern border of the MPS property to act as a sound barrier and to prevent balls from MPS going over the wall so that the residential properties to the south will not be affected by MSA-1's operations.

Information regarding the new wall to be constructed is attached as Exhibit A.

II. Background

A. Description of MSA-1 Projects

There are two projects currently underway at MSA-1: (i) a new construction project that will eventually house MSA-1's high school population (the "**New Construction Project**") and (ii) a rehabilitation project of the existing building that will eventually house MSA-1's middle school population. The contract for the New Construction Project was awarded to Oltmans. The approval sought is part of the New Construction Project.

B. Description of Work Scope Under PCI 17

MPS Staff would like to give Oltmans a notice to proceed with the work under PCI 17. The new wall will be required by the zone change which is currently being processed with the City of Los Angeles. The work on the wall must be completed before work on the parking lot and drainage can be installed. Oltmans would like to commence work on the wall in early January 2019 in order to keep the project on schedule. Oltmans will be using a wall system called the

Proto II Wall that can be plan checked over the counter at the Los Angeles Department of Building and Safety. It is also less expensive than installing a custom CMU wall.

III. Budget Impacts

PCI 17 and the costs thereof will eventually be incorporated into a change order. The budget previously approved by the MPS Board incorporates an allowance for site work that will cover the cost of the wall. Therefore, the overall budget for the New Construction Budget remains unchanged.

Exhibits (attachments):

A. *PCI 17*

Exhibit A

PCI 17

PRIMESOURCE PROJECT MANAGEMENT
Project Leadership | Project Success

Board Action:
MSA-1 New Classroom Building
CMU Wall

Date: October 1, 2018

Action Requested: Staff requests direction to issue a change order to Oltmans to add a CMU wall along the border between the current campus parking lot and residential neighbors. This change is required to support the pending zoning change for the campus and to maintain good relations with our neighbors. This wall must be installed before parking lot improvements already in the Oltmans scope of work can be completed This will result in a net project cost increase of less than $100,000.

Background – The existing campus parking lot abuts four residential neighbors. These neighbors have installed a hodgepodge of wall and fence combinations to separate their property from the parking lot. Some of these fences have gates onto the parking lot. They are all in poor repair and will not last long. Current school activities create noise along the property line and balls often cross the fences.

Staff proposes to install an eight foot high CMU (concrete masonry unit – concrete block) wall the full length of the campus. This wall will be high enough that it will block most of the sound of the campus from the neighbors and keep playground balls from crossing.

The City zoning application reviewer has strongly suggested that this wall be added, and our own environmental review has recommended that the wall be added as a voluntary mitigation to impacts from further development of the campus. It will also secure the southern edge of the campus.

The wall should be constructed before any improvements to the parking lot or site are made or new work will be damaged by wall construction.

Staff recommends the wall be built using a "Proto-II Wall System". This design is pre-approved by LADBS which will expedite permitting. It is also considerably less expensive than conventional wall designs (about 60% as expensive). It is proprietary, meaning that only a few masonry subcontractors use it and all must use the original designer. Besides installing the new wall, the work includes removing existing fence/walls,

PRIMESOURCE PROJECT MANAGEMENT

and installing temporary fence to protect the neighbors during construction.

Staff is recommending that the wall be left bare for now. In the long term it should be painted and/or covered with landscaping or will soon become covered with tagging and graffiti. Portions of the wall could become campus themed murals done either by students or professionals.

Staff recommends placing this work in the existing Oltmans contract: Oltmans will solicit multiple bids (to the extent allowed by the proprietary design) for the wall, and take care of temporary fencing and existing wall demolition. Oltmans will manage this work with existing staff and not require additional supervision for this work.

It is estimated that the total cost of this change order will be less than $100,000.

REVISED	
Board Agenda Item #:	III C-Action Item
Date:	December 13, 2018
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Patrick Ontiveros, General Counsel & Director of Facilities
RE:	Approval of Potential Change Item ("**PCI**") 17 for a New Wall Along the Southern Border of the MPS Property

I. Proposed Committee Recommendation(s)

Staff moves that the Board of Directors of MPS (the "**MPS Board**") approve Staff to authorize Oltmans Construction Company ("**Oltmans**") to construct a new 8-foot high wall at a cost not to exceed $57,500 along the southern border of the MPS property so that the residential properties to the south will not be affected by MSA-1's operations.

II. Background

A. Description of MSA-1 Projects

There are two projects currently underway at MSA-1: (i) a new construction project at 18220 W Sherman Way ("**18220**") that will eventually house MSA-1's high school population (the "**New Construction Project**") and (ii) a rehabilitation investigation project of the existing building at 18238 W Sherman Way ("**18238**") that will eventually house MSA-1's middle school population once the New Construction Project is completed (the "**Rehab Investigation Project**"). The contract for the New Construction Project was awarded to Oltmans.

B. Why the Wall is Needed

The wall is needed to act as a sound barrier, to prevent balls from MPS going over the wall so that the residential properties to the south sharing a property line will not be affected by MSA-1's operations and to keep water from flowing from the MSA-1 parcels onto the residential properties. A zone change is being proposed for the parking lots attached to 18220 and 18238 to allow for future development of these parcels. The new wall is needed in part to maintain good relations with the neighbors to the south who could voice opposition to the zone change to the City

of Los Angeles planning commission. Moreover, the wall will be built on the 18238 and 18220 property three feet in from the property line since several neighbors do not wish their existing walls to be disturbed. One neighbor wishes to have her fence removed and use the new wall as her fence. The design will be adjusted to accommodate these wishes. As a consequence, the wall will be constructed between 2 and 3 feet away from the existing wall except for the portion that will jog inward toward the property line to replace one particular neighbor's crumbling fence. See **Exhibit A-1** for pictures of the existing fence. See **Exhibit A-2** for an illustration of the proposed wall. Even without a zone change, the project would necessitate some kind of new barrier along the southern border with the residential parcels.

The wall must be completed before Oltmans can commence work on the parking lot work, including installation of a proper drainage system which is already required of MSA-1 and is several years behind schedule.

C. Community Outreach and Support

The community has been kept apprised of the progress of the project—both the construction project and the zone change. The project enjoys broad support from Councilman Bob Blumenfield's office and the Reseda Neighborhood Council. MSA-1 has maintained relations with its residential neighbors to the south who are most interested in the site work that is part of the project which will establish a drainage system and new wall that will keep water from ponding and flowing onto the property. The new wall will shield their properties from any rain runoff and therefore the neighbors support it.

D. Description of Work Scope Under PCI 17

MPS Staff would like to give Oltmans a notice to proceed with the work under PCI 17 as time is of the essence. The new wall is being offered as a mitigation measure for the zone change which is currently being processed with the City of Los Angeles. The wall will be high enough that it will block most of the sound of the campus from the neighbors and keep playground balls from crossing.

The work on the wall must be completed before work on the parking lot and drainage can be installed. Oltmans would like to commence work on the wall in early January 2019 in order to keep the project on schedule. Oltmans will be using a wall system called the Proto II Wall that can be plan checked over the counter at the Los Angeles Department of Building and Safety. It is also less expensive than installing a custom CMU wall. Upon approval, the civil engineer will prepare plans showing the location of the wall which, along with a drawing from the manufacturer of the wall system showing how the system is assembled and with a pre-approval stamp from the Department of Building and Safety

III. Budget Impacts

PCI 17 and the costs thereof will eventually be incorporated into a change order. The budget previously approved by the MPS Board incorporates an allowance for site work that will

cover the cost of the wall. Therefore, the overall budget for the New Construction Budget remains unchanged.

Exhibits:

Exhibit A-1 – Pictures of Existing Wall
Exhibit A-2 – Location of New Wall and Pictorial Representation of the Wall
Exhibit B – PCI 17

MAGNOLIA PUBLIC SCHOOLS

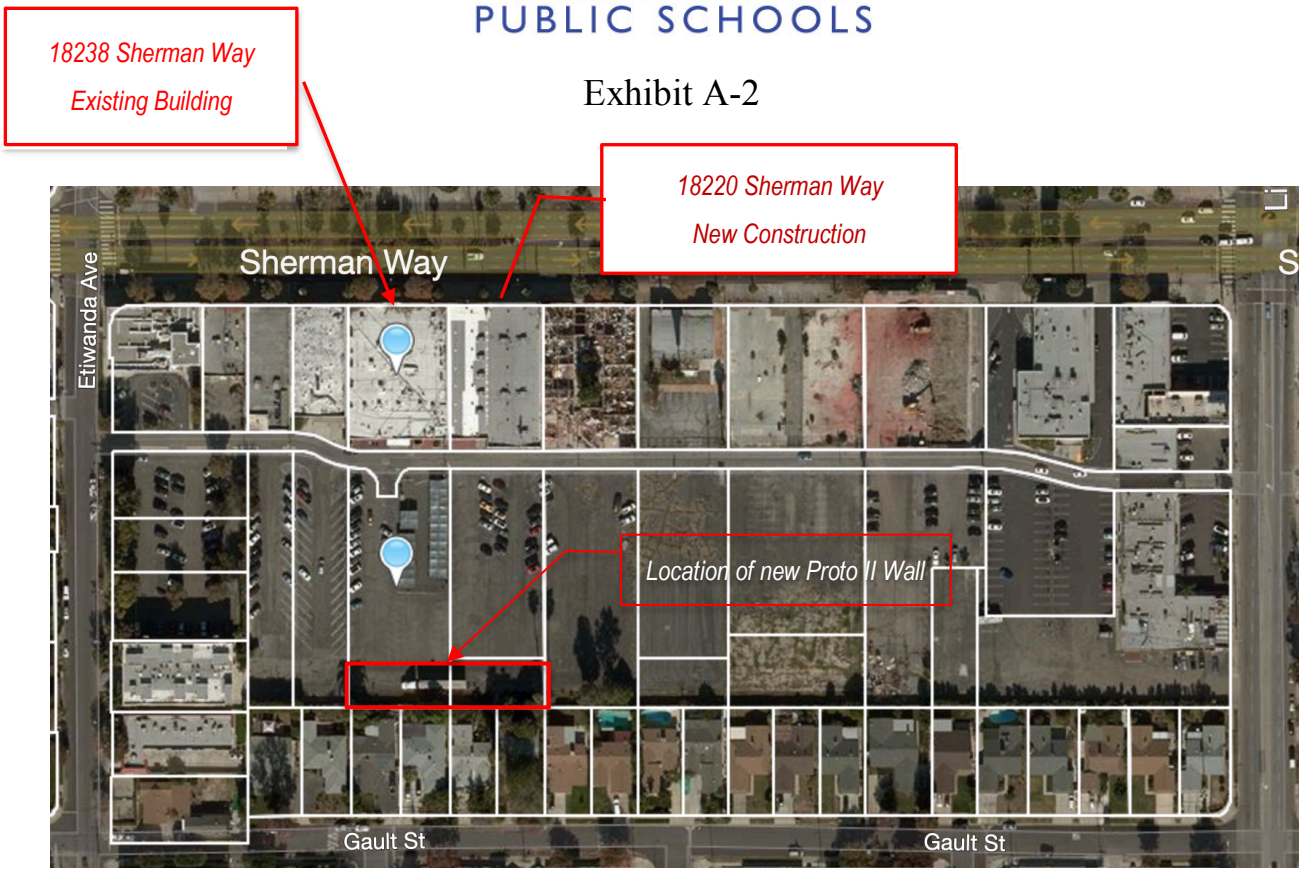
Exhibit A-1

Existing Southern Wall of MPS Property – a hodge podge of different fences

This fence will be replaced by the Proto II Wall

MAGNOLIA PUBLIC SCHOOLS

Exhibit A-2



MAGNOLIA PUBLIC SCHOOLS

Exhibit B

(see following pages)

Exhibit B

Estimate Summary
Magnolia Science Academy

Parking Lot Proto II Wall ***PCI No. 017***

Provide labor materials and equipment as required to perform the following changes:

See Oltmans COR cover sheet for description of scope of work

PROTO II WALL WITH CMU WALL RETURNS

Description	Totals	Notes
Proto II Wall Footing Excavation, Footing, Rebar, Wall, Cap, Wall Returns, Permit Fees	$38,500	NO RETURNS.See attached Ross Masonry Email
CMU Wall Returns	$3,000	See attached Ross Masonry Email
Survey	$2,000	1 Mobilization
Export 30 CY Footing Spoils	$2,550	Lump Sum 30CY at $35/CY + Loading
Subtotal	$46,050	
SDI	$576	
Liability Insurance	$447	
Bond	$377	
OH & P	$2,354	
Tax	$60	
TOTAL	$49,864	

PROTO II WALL WITH FENCE PANEL RETURNS

Description	Totals	Notes
Proto II Wall Footing Excavation, Footing, Rebar, Wall, Cap, Wall Returns, Permit Fees	$38,500	NO RETURNS.See attached Ross Masonry Email
Wrought Iron Fence Returns (6)	$2,400	See attached Built Rite Fence CO dated 11/9/18
Survey	$2,000	1 Mobilization
Export 30 CY Footing Spoils	$2,550	Lump Sum 30CY at $35/CY + Loading
Subtotal	$45,450	
SDI	$569	
Liability Insurance	$441	
Bond	$372	
OH & P	$2,323	
Tax	$59	
TOTAL	$49,214	

QUALIFICATIONS:
1)

Trevor Lawton

From: Kelly Ross <rosskr@aol.com>
Sent: Monday, November 19, 2018 8:08 AM
To: Trevor Lawton; Jeff Rich; erik@rossconcretemasonry.com
Cc: Elizabeth Lara; rosskr@aol.com
Subject: Re: Magnolia Science Academy Proto II Wall

Trevor,
See below.
Thanks, Kelly

In a message dated 11/16/2018 4:13:47 PM Pacific Standard Time, TrevorL@oltmans.com writes:

> Hi Kelly,
>
> I left you a VM a little bit ago. Can you please let me know what the cost is without the returns (including the permit) just in case the owner wants to do wrought iron fence panels instead of CMU. Also I count 6 returns total. Can you please adjust your price in the previous email to reflect that.
>
> i.e.
>
> Straight wall with NO returns: _***$38,500***_____
>
> Wall with 6 returns: _***$41,500***_____
>
> Thank you!
>
> **Trevor Lawton, CESSWI, QSP**
>
> Project Manager
>
> **Oltmans Construction Co.**
>
> **T** 562.948.4242, Ext. 3459
>
> **C** 916.276.7666

Trevor Lawton

From: Kelly Ross <rosskr@aol.com>
Sent: Wednesday, November 14, 2018 10:30 AM
To: Trevor Lawton; Jeff Rich; erik@rossconcretemasonry.com
Cc: Elizabeth Lara; rosskr@aol.com
Subject: Re: Magnolia Science Academy Proto II Wall

Trevor,

Yes that number includes all. The only demo I have is removing the walk way in the wall line. I really wouldn't know what to charge for hauling of footing spoils & concrete. There will be aprox 30 yards of dirt.

Thanks, Kelly

Ross Concrete & Masonry, Inc.
Kelly R. Ross- President
27915 Smyth Drive
Valencia, CA 91355
Ph.#661-257-7759 Fax#661-257-0109
Cell#661-510-4056
Email: rosskr@aol.com
Website: http://www.rossconcretemasonry.com/

In a message dated 11/14/2018 9:08:48 AM Pacific Standard Time, TrevorL@oltmans.com writes:

> Thanks Kelly. Just to confirm, your number includes all footing excavation, demo of the misc. items in the way that we walked (small concrete pathway), all reinforcing, footing, wall, concrete and gout? Pretty much a turnkey system except for the spoil haul off and staking. Can we get an add alternate for the spoils haul off?
>
> Thanks,
>
> **Trevor Lawton, CESSWI, QSP**
>
> Project Manager

OCCO NOTE:
Per conversation with Paul: This quote includes the required post on the neighbor side (included in the proposal: either plating/anchoring or footing, attachment to be field verified).
This is an all inclusive cost for the panels, Builtrite will be design to match the project fence on the project drawings.

PROPOSAL AND CONTRACT

9110 Rose Street
Bellflower, CA 90706
Phone (562) 804-4828
(800) 990-1933
FAX (562) 920-3929

State License #341514

DATE 11/9/18

PAGE NO. 3 OF 3

PROPOSAL SUBMITTED TO: Oltmans Construction	JOB NAME: Magnolia School - Wing Panel
STREET:	LOCATION: Los Angeles, CA
CITY, STATE and ZIP CODE: Whittier, CA	

PHONE	FAX	CONTACT PERSON:	PHONE:

Wing Panels: $405.00 Ea.
Install (1) 3' x 8' wing panel between

Material: 2" rail, 1" pickets at 5" o.c.

~~5 panels at $400 ea, = $2,000~~

6 panels. Per TL

~~*6 panels @ 400.00 ea. = 2,400.00*~~

EXCLUSIONS: PREVAILING WAGE, BONDING, DRAWINGS, PERMITS, DEMO, CORE DRILLING, SAW CUTTING, CONCRETE FLATWORK, CONCRETE BASE FOR GATE OPERATORS, MOW STRIPS, CLEARING, REMOVAL OF SPOILS, GRUBBING, GRADING, ENGINEERING, ELECTRICAL, HIGH/LOW VOLTAGE LINES, CONDUIT LINES, GROUNDING, ACCESS CONTROLS, GATE OPERATORS, KNOX BOX, PANIC HARDWARE, SURVEYING, FABRIC ON FENCE, GROUND TRACK, AND ANY UNKNOWN UNDERGROUND, **UNLESS NOTED OTHERWISE**

dollars **$405.00 per panel**

Payment to be made as follows: ON COMPLETION

All work to be completed in a workmanlike manner according to standard industry practices. Last minute cancellations, delays, alterations or deviations will result in additional charges to customer at Built Rite Fence Company's standard time and material rates. Customer assumes responsibility for property lines, fence location, obstructions in fence line, grade of fence line, underground lines and clearing of old fence and/or debris unless otherwise noted in this proposal. In the event it becomes necessary to take legal measures to collect payment, customer will be responsible for all costs in the effort to do so.

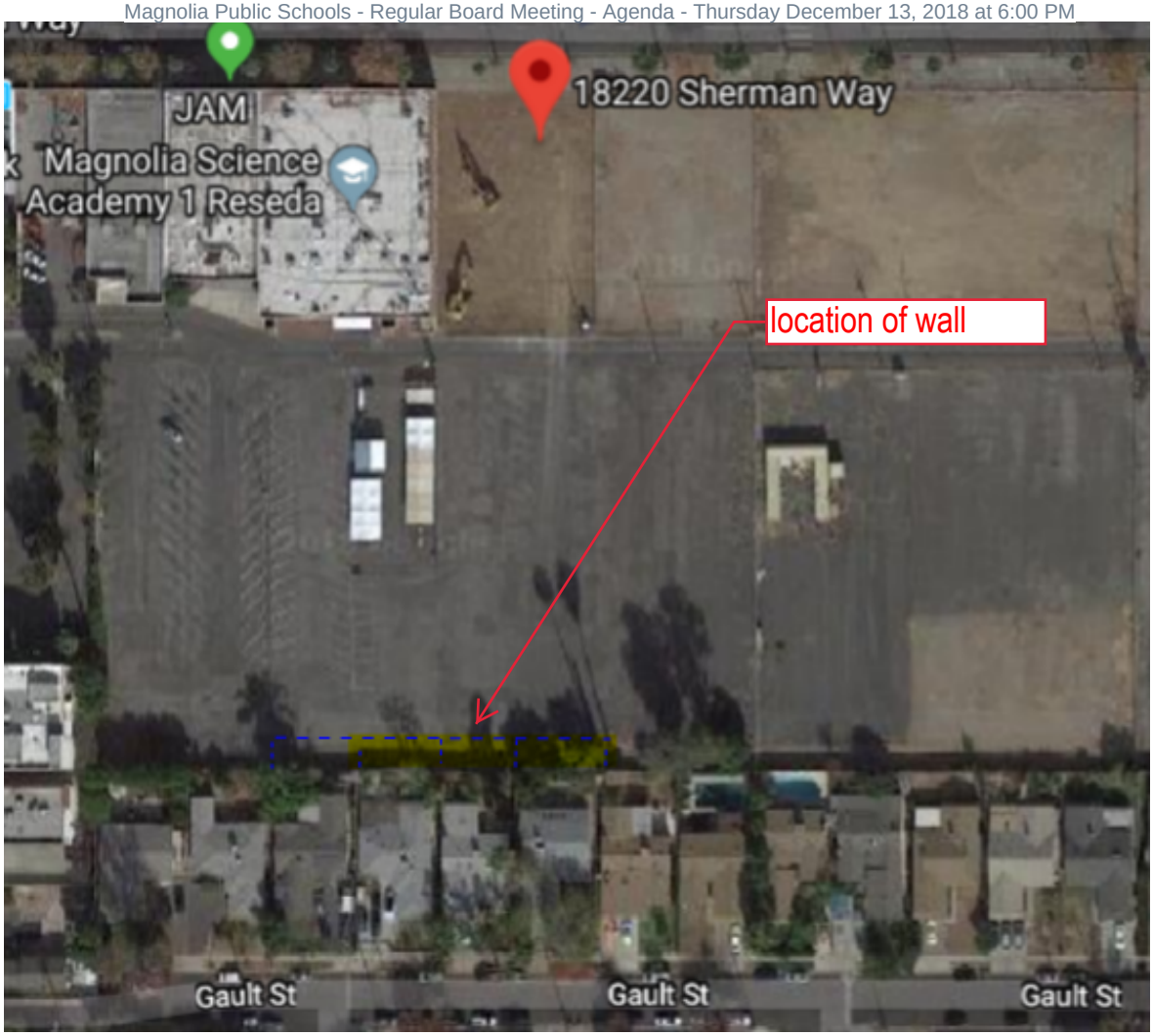
Authorized Signature PAUL GOMEZ

Contractors are required by law to be licensed and regulated by the Contractor's State Board. Any questions concerning a contractor may be referred to the register of the Board, Contractors State License Board, P.O. Box 26000, Sacramento, CA 95826.

Acceptance of Proposal - The above price, specifications and conditions are satisfactory and are hereby accepted. You authorized to do the work as specified. Payment will be made as outlined above.

Signature _____

Date _____


JAM
Magnolia Science Academy 1 Reseda
18220 Sherman Way
location of wall
Gault St
Gault St
Gault St

Cover Sheet

Human Resources Department Roles and Responsibilities

Section:	IV. Information/Discussion Items
Item:	A. Human Resources Department Roles and Responsibilities
Purpose:	Discuss
Submitted by:	
Related Material:	IV A HR Update.pdf

Board Agenda Item #	Agenda # IV. A- Discussion Item
Date:	12/13/2018
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Suat Acar, Chief Operations Officer
RE:	HR Updates

Proposed Board Motion

This is an information item from MPS Human Resources Department.

Introduction

This information is for the MPS Board of Directors on MPS Human Resources Department's support to the school site leaders. The below list is what Human Resources Department does to serve all ten schools including the Home Office.

- Pre-hiring
- On-boarding
- Paycom Setup (Paycom is Magnolia's online HR and payroll software system)
- Termination
- Employee Relations
- Compliance Oversight
- Benefits
- Paycom Customer Service
- MPS Principals Training
- Legal
- MPS Policies and Procedures

Budget Implications

- None

Exhibits (attachments):

- Appendix-A
- Appendix-B
- Appendix-C

HR PROCESS	ACTION TITLE	HUMAN RESOURCES (HR) DEPARTMENT DELIVERABLES	PRINCIPAL/SCHOOL SITE HIRING MANAGER (SCHOOL ADMIN) (IF APPLICABLE)	REASON WHY PRINCIPAL IS INVOLVED (IF APPLICABLE)
PRE-HIRING	JOB FAIRS	HR attends various job fairs to find qualified teachers to all MPS schools (usually starts from March to May)	N/A	N/A
	JOB DESCRIPTIONS	HR provides job description templates to principals if missing in Paycom.	School admin edits the job description if necessary	Even though the job decriptions would be the same, each school site may require specific duties based on the location needs
	JOB REQUISITION PIPELINE (see Appendix-A Slides 2 to 12)	HR helps the school admin when needed regarding job posting in Paycom. COO reviews and approves the job posting.	School admin requests the job posting to be published. All applications that are received are reviewed	The job requisition needs to be done at the school level depending on the schools' needs.
	INTERVIEW	HR joins the job interviews when requested and provides interview questions if needed.	School admin schedules all interviews and chooses the candidate.	School admin always want to find the most appropriate candidate for their site and for the position they want to be filled.
ON-BOARDING	NEW HIRE REQUEST FORM (see Appendix-B)	HR prepares and updates the "New Hire Request Form" and sends it to principals. HR reviews the form and makes sure that all fields are completed. CFO/COO approves the form.	School admin emails the "New Hire Request Form" to the newhire team for COO/CFO/HR attention.	Site administrators are the ones who conduct the interviews, assign special tasks and hours and all stipends to the newly hired staff. Therefore this needs school principal to be taking the lead.
	PAY SCALE	HR enters the employee information in MPS pay scale to calculate the salary. HR revises pay scale when needed.	N/A	N/A
	OFFER LETTER	HR prepares offer letter and sends to the hiring manager and follows up with the candidate.	School principal reviews and signs the offer letter.	Because he/she is the one who assigns all stipends, special tasks which would define the salary offered.
	LIVE SCAN FORM	HR checks the results via DOJ/FBI system. Once the result is in the system, HR prepares the background clearance letter and/or informs the school sites accordingly. (HR also sends live scan form if necessary.)	School principal emails the "Live Scan Form" to the candidate.	Because the principal is the first point of contact after the offer is accepted, the candidate usually reaches out to the hiring manager regarding next steps
	TB TEST	HR makes sure that TB test request has been done by the school admin.	School principal requests TB test from the candidate.	Because the principal is the first point of contact after the offer is accepted, the TB test is usually requested by the principal
	CREDENTIAL	California requires any teching staff to have valid certain teaching credentials for all the subjects he/she is expected to teach. HR checks the credential via CTC website and advices school admin if any necessary action is needed. When needed, HR follows up with the documentation.	School admin reviews the credential status of the employee if necessary and gets HR consultation.	School admin makes sure during the interview that candidates have appropriate credentials to be able to teach specific courses. California law and authorizers require any teacher who teaches in a classroom to have a valid teaching credential and specific English Language (EL) authorizations. Without these credentials we cannot hire anyone.
	NEW EMPLOYEE QUEUE (see Appendix-A Slides 19 to 32)	HR enters all necessary information of the employee based on the new hire request form into Paycom and activates the employee's Paycom account.	Principals review all the steps in Paycom one last time.	The employees account will be set up based on those final information. Therefore, it is very important that HR and school admin review the information together to make sure that everything is correct.
	DOCUMENTATION	After the employee is given access to Paycom, HR makes sure that all documents are uploaded. HR also follows up with the Principal regarding I-9 form, STRS/PERS retirement forms to be completed.	Principals also follow up when needed.	Principal is involved in case HR can't contact the employee and has not received any response after several notifications.
	MANDATORY TRAINING (see Appendix-C)	HR assigns an account through an online program called Safe Schools to complete all mandatory trainings (see Appendix-C). HR generates completion reports and shares with the school site admin team for follow up	Principal reminds employees about the trainings and makes sure that all trainings are completed before the due dates.	Even though, the Paycom system sends notifications to the employee and HR reminds repeatedly, in case the employee fails to respond, the principal must intervene as the representative of MPS on the site.
	FORM I-9 (EMPLOYMENT ELIGIBILITY VERIFICATION)	This is a federal form of Department of Homeland Security which requires all employers to have their employees to fill out/sign within the first three days of employment. This is to verify that each new employee is authorized to work in the United States HR reminds and audits all forms to be completed correctly. All I-9 forms and related documents are to be kept in a separate folder than the personnel files	Principals collect and verify the provided documents and complete the form accordingly .	The I-9 form needs to be signed at the workplace within the three days of employment and the original documents (driver license, social security card, passport, etc) need to be present
PAYCOM SETUP	BENEFITS	HR makes sure that all full time employees' benefits are activated and sent to payroll. MPS provides the following benefits to the employees defined in the employee handbook: Retirement, Medical (incldiung dental, vision), life insurance.	The principal budgets for each position at his/her site. Each position is set up as exempt employee or non-exempt, or hourly non-exempt employee in Paycom. Principal reports the status of each employee to HR. HR makes sure that it's reflected corretly with payroll.	For hourly employees, there is a threshold for being eligible for retirement and/or medical benefits. Therefore, the principal needs to make sure that enough funds are budgeted for each position to cover those expenses.
	ACCRUALS	HR sets up all necessary accruals (bereavement, floating holidays, sick hours, vacation hours) based on the status of the employee.	HR does not need anything from the principal for system setup. HR requires principals to follow up that the numbers are correct and up-to-date.	Because sometimes employees get sick and/or forget to ask for time off before being absent at school, Principal, as the site director, must make sure that each employee's time off acruals are updated in Paycom.
	EARNINGS/DEDUCTION	HR sets up retirement deductions. If employee declines benefits, HR adds the medical stipend earning. If teachers choose to participate in summer holdback program, HR sets up the deduction accordingly.	HR requires principals to follow up that the deductions and earnings of each employee is correctly reflected to his/her paycheck.	For hourly employees, there is a threshold for being eligible for retirement and/or medical stipend. Therefore, the principal needs to make sure that enough funds are budgeted for each position to cover those expenses.
TERMINATION	NOTIFICATION	Notification of termination is sent by the school admin.	The Principal notifies HR, Payroll and IT by emailing terminate@magnoliapublicschools.org	Because the principal is the direct supervisor, the request comes from the school level
	EXIT INTERVIEW FORM	Each terminated employee is requested to fill out an exit interview, if possible	Principals complete personnel action form (PAF) to terminate the employee in the system and forwards the request to COO/CEO for approval	To keep a data of turnover rate, principals should have the employees fill out the exit interview form
	SYSTEM INACTIVATION (PAF)	HR sets up the protocol in Paycom for all Personnel Action Forms (PAF) including the PAFs for terminating an employee.	Principal does all the PAF for the status change of the employee	Because the Principal is the direct supervisor of the employee, all PAFs are done by the direct supervisor. This also helps the principal to start for recruiting a replacement ASAP.
	FINAL CHECK	HR checks the paycom system for unused sick hours and communicates with payroll. Coordinates with IT department to cancel magnolia email account. If an employee leaves voluntarily without an advanced notice, MPS has 72 hours to prepare and send the final check. If MPS terminates an employee, the terminated employee must be given his/her final check at the time of the termination.	Principal sends the final check request form where it includes the last salary payment, sick hours, any pending reimbursement, and summer hold back refund (for teachers only).	Principal makes sure that the terminated employees are paid correctly. In most cases a terminated employee may have unpaid reimbursements or some time off requests not entered into Paycom yet. Principal communicates with the employee as the MPS representative to make sure the final check of that particular employee is 100% accurate and will not cause a possible future lawsuit.
EMPLOYEE RELATIONS	SURVEYS (FOR 2019-20 SCHOOL YEAR)	HR plans to conduct surveys to get feedback from the school sites and take this back and study to set goals on how to strengthen the HR department to give a better service to all stakeholders	N/A	N/A
	INVESTIGATION OF STAFF INCIDENTS AND REPORTING	In case of any incident of a staff member against another staff or a student or any other stakeholder, HR collects all related incident statements and schedules interviews with the related parties. Accordingly, HR prepares the report and gives recommendations and sends pertaining reports to the related school admin, the home office support team and/or the CEO.	Principal informs HR about the incident and requests assistance	When any incident occurs at the school site, it is the principal's responsibility to interact with all parties to make sure all stakeholders are provided with the right to speak in a safe school environment.
	RISK MANAGEMENT	HR follows up worker compensation claims and leaves of absences	If injury happens, the Principal files a claim in Charter Safe (one of our service provider)	When any incident occurs at the school site, it is the principal's responsibility to interact with all parties and make sure the staff and the school runs safely and smotthly.
	STAFF CLIMATE REPORTING (FOR 2019-20 SCHOOL YEAR)	HR plans to have round table discussions with the employees to understand the school site climate and support the employees in any way	Principals will be required to provide neutral space for HR and the staff to make sure MPS reaches the most accurate qualitative data from individuals.	In the end, HR will communicate the reports with each site principal and the home office support team to make sure MPS plans for the safest school environment where staff, admin, students and parents will be in the best educational environment.

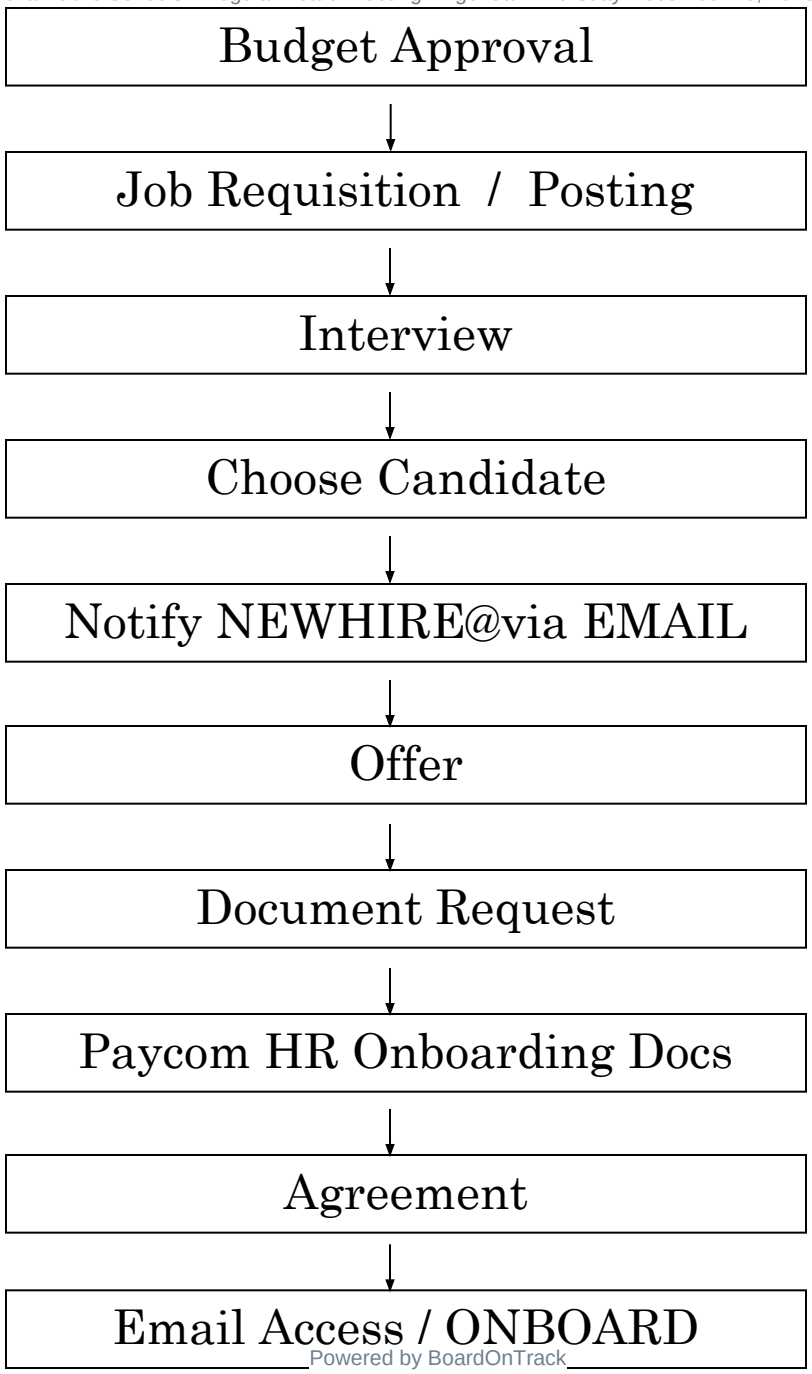
HR PROCESS	ACTION TITLE	HUMAN RESOURCES (HR) DEPARTMENT DELIVERABLES	PRINCIPAL/SCHOOL SITE HIRING MANAGER (SCHOOL ADMIN) (IF APPLICABLE)	REASON WHY PRINCIPAL IS INVOLVED (IF APPLICABLE)
COMPLIANCE OVERSIGHT	TB TEST RESULTS	California law requires any school staff to be pre-tested to make sure he/she is free of Tuberculosis. Schools require employees to provide a doctors report showing negative TB test results. This is also checked by the authorizers annually. HR checks to make sure an employee to be hired has valid clear TB test reult and informs the principals about the employees whose TB dates are expired or about to expire.	Principals must follow up with the employee to have a clear TB test result before starting the employent and renew the TB when before it expires. In CA the TB tests are valid for 4 years.	The principal is the representative of home office at the school site. In case an employee's TB test is about to expire, HR reminds the employee and the principal well before the expiration date to make sure employee's TB test will not be out of complaince and employee's employment agreement will not be terminated. Principal makes sure no one starts the work for his/her schools without a valid TB clearance.
	CREDENTIALS	HR checks and informs the principals about the employees whose credentials are expired or are about to expire. HR assists with submitting the renewal credential application. Gets in contact with the local county offices to turn in the Temporary County Certificate applications when needed	Principals are in the loop and follow up with the employees to make sure all the paperworks are turned in	California requires any teching staff to have valid certain teaching credentials for all the subjects he/she is expected to teach. Principal as the initial MPS staff to interview the candidate must eliminate all applicants lacking the required credentials for the position.
	BACKGROUND CLEARANCE	California law requires all Local Educationl Agencies (LEA) to properly conduct background clearance checks using Department of Justice (DOJ) channels. HR provides the necessary application paperwork for DOJ clearance and checks the Paycom system to make sure all employees have background clearance letter	Principal communicates the DOJ Clearnace requirement with the candidate applying for the position.	Principal makes sure no one starts the work for his/her schools without DOJ Clearance.
	FROM I-9 (EMPLOYMENT ELIGIBILITY VERIFICATION FORM)	The I-9 Employment Eligibility Form is a federal form that school needs to complete for any employee set to work in a public school. the information provided by the employee and verified by the school directors are federal information and any misinformation here on the I-9 forms is a felony.HR reviews all the sections on the form to make sure the form is filled out correctly. HR completes the audit finding document accordingly	The site principal must make sure the I-9 is filled out within 72 hours of startig the work.	Although the employee is uploading all the documents to Paycom and all the info is verified by the HR, in some cases there may be wrong information or wrong files uploaded and principal is the MPS representative to make sure all the required info and files are 100% accurate in our Paycom system.
	SCHOOL AUTHORIZER VISIT GRID REPORT	Every authorizer requires MPS to submit HR reports once or twice a year.In some cases they conduct site visit once or twice a year.HR reviews and signs the final ESSA reports (based on Every Student Succeeds Act) grid as the Custodian of Records.	Principals completes the ESSA grid which is given by the authorizers	The related reports have information partially related to HR and partially about school's academic planning such as which teacher teaches what subject. Therefore, this report is prepared by the principal, checked for accuarcy by the HR and home office support team before final submission.
	SCHOOL SITE VISIT	Schedules school site visits before the authorizers visit. Checks all HR files that are at the school sites. HR is also available to all employees for any questions during the visit	HR requires principals to be ready for the visit with necessary first drafts of the reports to be submitted to the authorizers.	Compliance is the most important requirement for the authorizers and any wrong info or incomplaint entry may result in even revocation of our charters. Therefore, we require the principals to be on top of any complaince related info of their schools.
	HOURLY EMPLOYEE WEEKLY TRACKING	HR pulls out the data from Paycom weekly and keeps track of all hourly employees' weekly worked hours. HR compares budgeted hours vs. up to date worked hours and informs principal if the employee works less or more than the budgeted hours.	Principals must stick to the annually budgeted dollar amounts and annual max hours for each hourly employee.	Principals must be careful in assigning max daily/weekly hours to hourly employees in order not to exceed budgeted annual dollar amounts and not to violate retirement and benefit eligibility laws and labor codes.
	TUITION REIMBURSEMENT FOLLOW UP (FOR 2019-20)	MPS has been reimbursing its staff's structuted Professiona Development expenses for the past 5 fiscal years. Employyes can apply to be approved for being reimbursed for credential related, masters & doctoral related expenses as well as otherr certification programs. The approvals come from the HR/ COO for each staff after being budgeted by the principal and the finance team. HR plans to formally follow up all such PD plans for all the employees including the ones benefited from the tuition reimbursement program.	Principal budgets for each employee and follows up completion of the approved programs.	The Tuition Reimbursement is the one on one communcation between the principal and the employee, which takes place on the site.
BENEFITS	AUDIT	HR checks all the benefit enrollments of all the employees before the school year starts.	N/A	N/A
	OPEN ENROLLMENT	HR communicates with all employees in August to select/review their benefits plan. HR approves and sends it to payroll accordingly	N/A	N/A
	SETTING UP THE PLAN IN PAYCOM	HR coordinates with Paycom and Montage (benefit broker) to upload the new plan for that school year and updates the new rates in Paycom system	N/A	N/A
PAYCOM CUSTOMER SERVICE	DAY-TO-DAY POINT OF CONTACT FOR HR QUESTIONS (EMAIL & PHONE)	HR helps all MPS employees via email and phone calls regarding all type of Paycom issues and gets Paycom involved if needed.	N/A	N/A
	GENERATE REPORTS	HR provides various reports to different departments and school sites upon request (etc; payroll, benefit, and accruals reports)	N/A	N/A
	TROUBLESHOOTING AND SYSTEM UPDATE	HR fixes any Paycom setup or system errors mentioned by MPS employees and follows up with Paycom to update the system if needed. HR regularly attends Paycom update webinars for new featues and informs MPS admins about them.	N/A	N/A
MPS PRINCIPALS TRAINING	IN SERVICE TRAINING	MPS Schools conduct in-service training days before each school year, There are two types of in-services: MPS Wide and School Site In-service days. HR presents main HR points and give updates for the following shcool year (refer to Appendix-A) during the MPS Wide Inservice days.	N/A	N/A
	ARRANGING PDs & HR CONSULTANTS	HR organizes sessions to the principals by inviting other HR professionals. The topics are defined based on general HR topics as well as emerging needs on the school sites.	N/A	N/A
LEGAL	IMMIGRATION	As the sponsering employer, MPS HR is the main contact for all immigration related matters. (**J-1 visa**: is a non-immigrant U.S. visa that permits people to visit the U.S. to exchange skill, knowledge, and experience in education. **H-1B visa**: is a non-immigrant visa that allows U.S. employers to temporarly employe foreign workers in specialty occupations. **PERM**: is a process for obtaining labor certification, the first step of green card process for foreign nationals seeking permanent residence throught their employment) This will include being the contact person between the immigration lawyer, principal, and the beneficiary. HR leads keeping the communication with the immigration lawyer during the filing process and provide all necessary documents. HR stores all the immigration related files. The same hiring process applies to non-immigrant employees.	The principals need to let HR know if they would like to sponspor for the candidate/continuing teacher's visa or PERM process. Principals need to budget for the legal and filing fee costs accordingly	The immigration process starts upon the principals request depending on their schools' need. The principals budget and plan accordingly.
	LITIGATION	There are several litigations that HR is following up with CharterSafe and attorneys	Principals may be requested to provide documentation regarding the litigation	The principal is the main contact at the school and he/she must provide all necessary documentation regarding lay offs, termination of employment etc.
	LEGAL RESPONSE	-HR responds to legal requests of authorizers and/or state/OIG. This is a very time consuming task. Hundreds of hours may be needed to respond to all requests in case there is a request. -HR responds to PRA requests from various entities. There may be 1 or more requests per year about employment related records.	N/A	N/A

HR PROCESS	ACTION TITLE	HUMAN RESOURCES (HR) DEPARTMENT DELIVERABLES	PRINCIPAL/SCHOOL SITE HIRING MANAGER (SCHOOL ADMIN) (IF APPLICABLE)	REASON WHY PRINCIPAL IS INVOLVED (IF APPLICABLE)
MPS POLICIES AND PROCEDURES	**EMPLOYEE HANDBOOK UPDATE/REVISION**	HR updates and makes necessary revisions based on the feedback received from the school sites and C-team members as well as changing Statuatory laws.All these changes are coordinated with Legals	N/A	N/A
	POLICY DEVELOPMENT (FOR 2019-20)	HR plans to enchance the existing MPS policies and procedures and prepare an HR Manual for 2019-20 school year. With this, principals will be able to have all the HR information handy, incldluing the forms, policies & procedures and FAQs.	N/A	N/A

Recruitment and hiring process of MPS

DERYA HAJMEIRZA – HR Director

MURAT AKBAS – HR Administrator


Budget Approval
Job Requisition / Posting
Interview
Choose Candidate
Notify NEWHIRE@via EMAIL
Offer
Document Request
Paycom HR Onboarding Docs
Agreement
Email Access / ONBOARD

CHECK WHETHER THE POSITION IS BUDGETED OR NOT.

CONFIRM WITH FINANCE via

'newhire@magnoliapublicschools.org'

Budget Approval

↓

Job Requisition / Posting

↓

Interview

↓

Choose Candidate

↓

Notify 'NEWHIRE' via EMAIL

↓

Offer

↓

Document Request

↓

Paycom HR Onboarding Docs

↓

Agreement

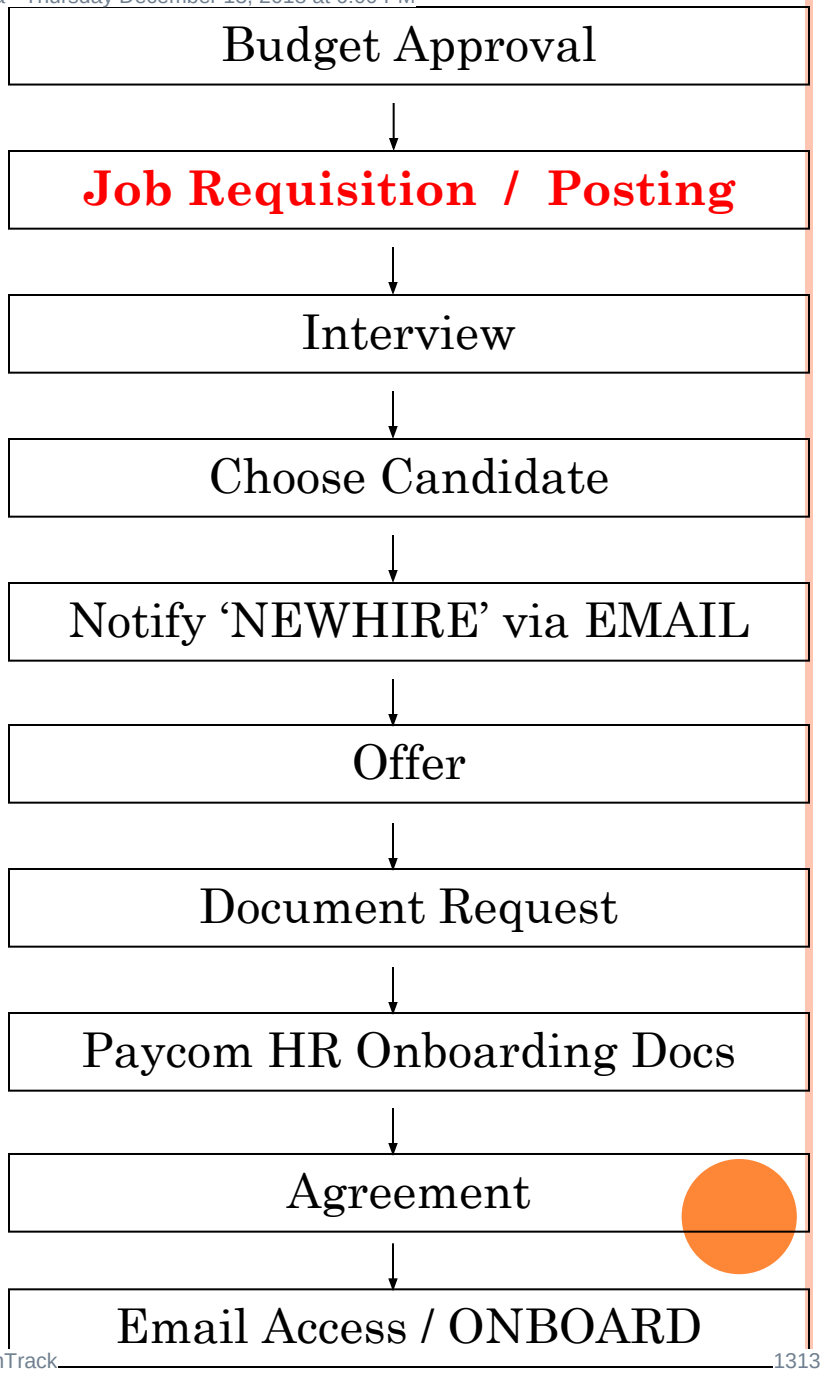
↓

Email Access / ONBOARD

CREATE A JOB REQUISITION
IN PAYCOM

ALL JOB REQUISITIONS
GO TO
MR. SUAT ACAR FOR APPROVAL

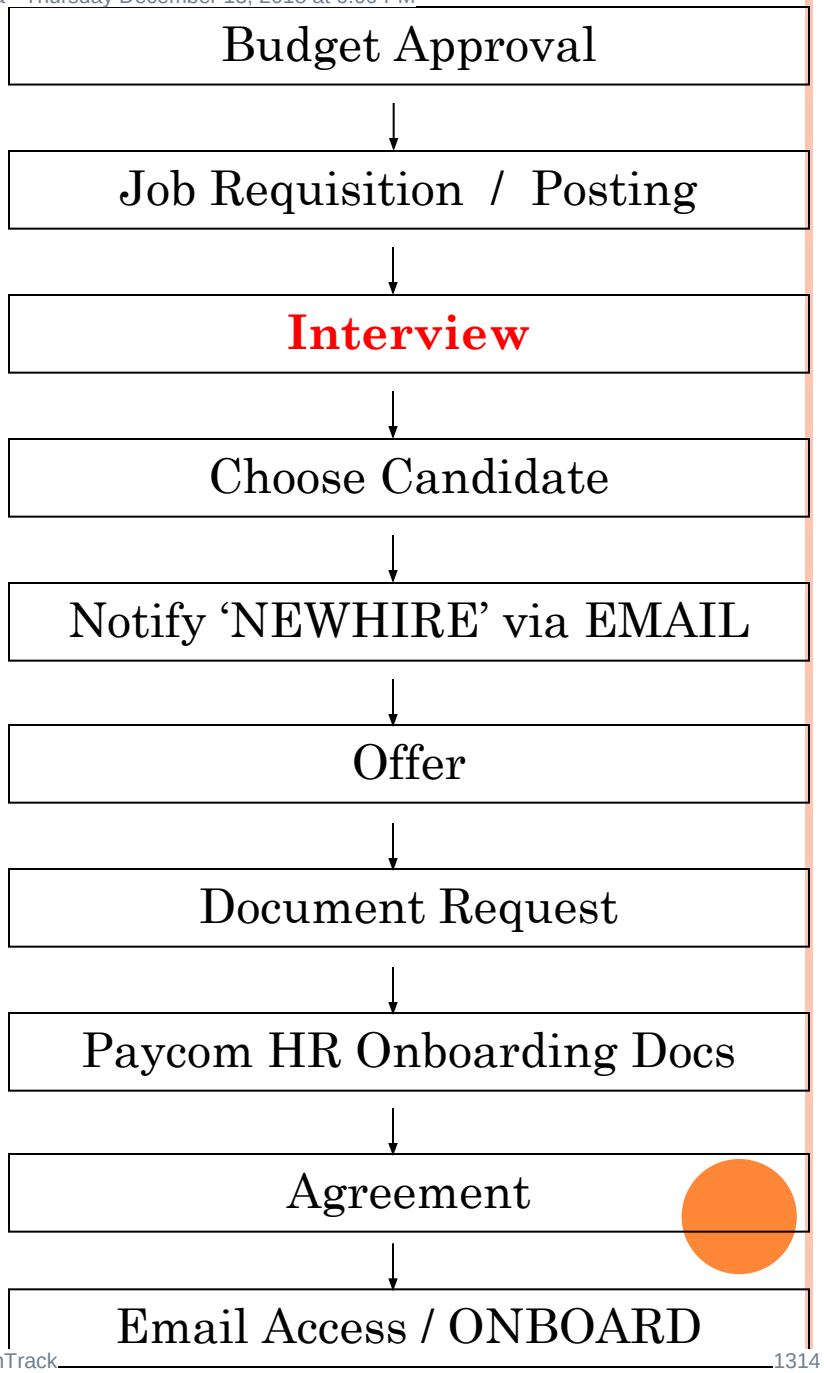
UPON APPROVAL,
POSITION IS POSTED ON OUR WEBSITE



FORM YOUR INTERVIEW GROUP

RECOMMENDATIONS FOR INTERVIEW

- CREDENTIAL STATUS
- …



CHECK
REFERENCE / EMPLOYMENT

CTC VERIFICATION

Budget Approval

↓

Job Requisition / Posting

↓

Interview

↓

Choose Candidate

↓

Notify 'NEWHIRE' via EMAIL

↓

Offer

↓

Document Request

↓

Paycom HR Onboarding Docs

↓

Agreement

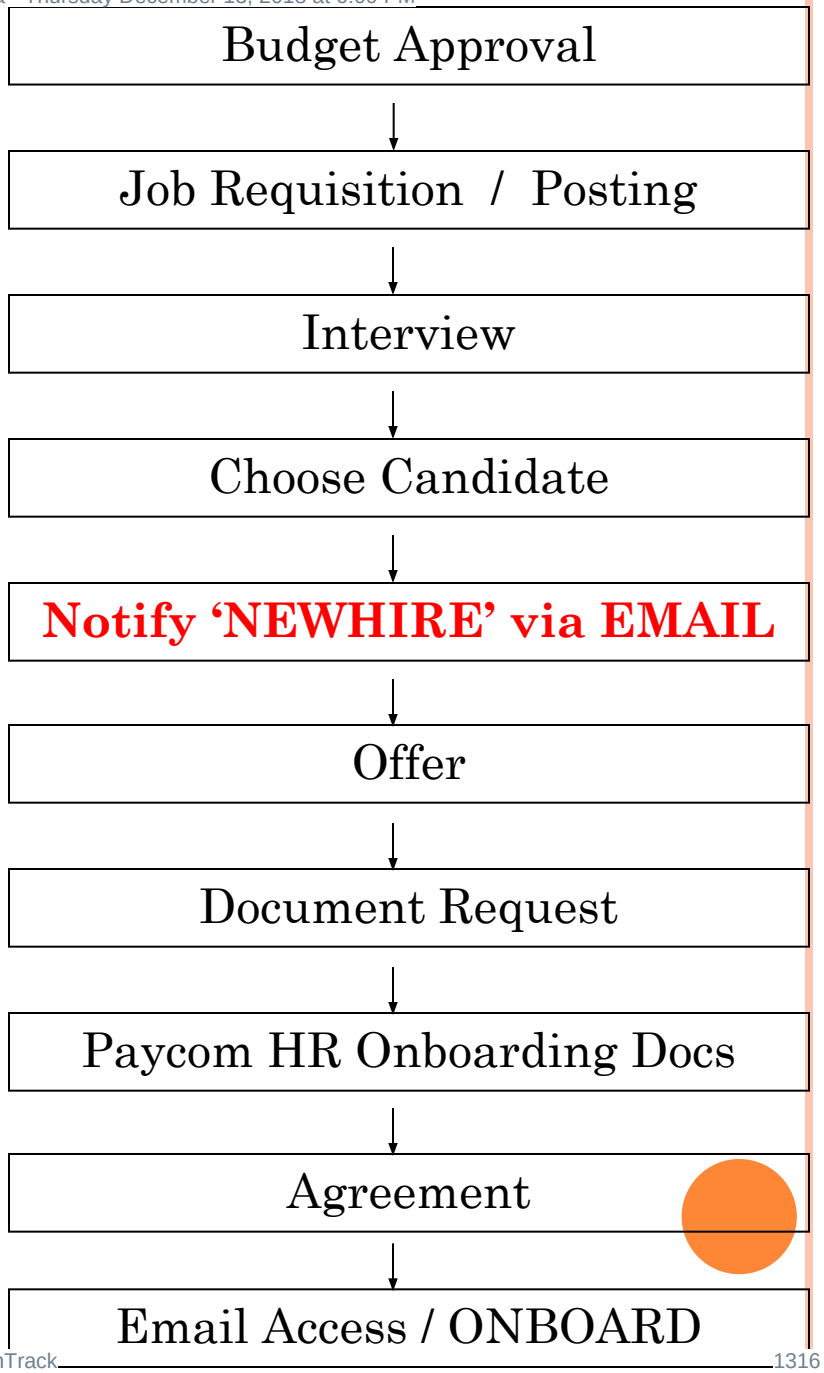
↓

Email Access / ONBOARD

EMAIL "NEWHIRE"
ABOUT THE POSITION

CFO and COO
APPROVAL NEEDED.

EMAIL "NEWHIRE"
FILLED OUT
'OFFER LETTER REQUEST FORM'

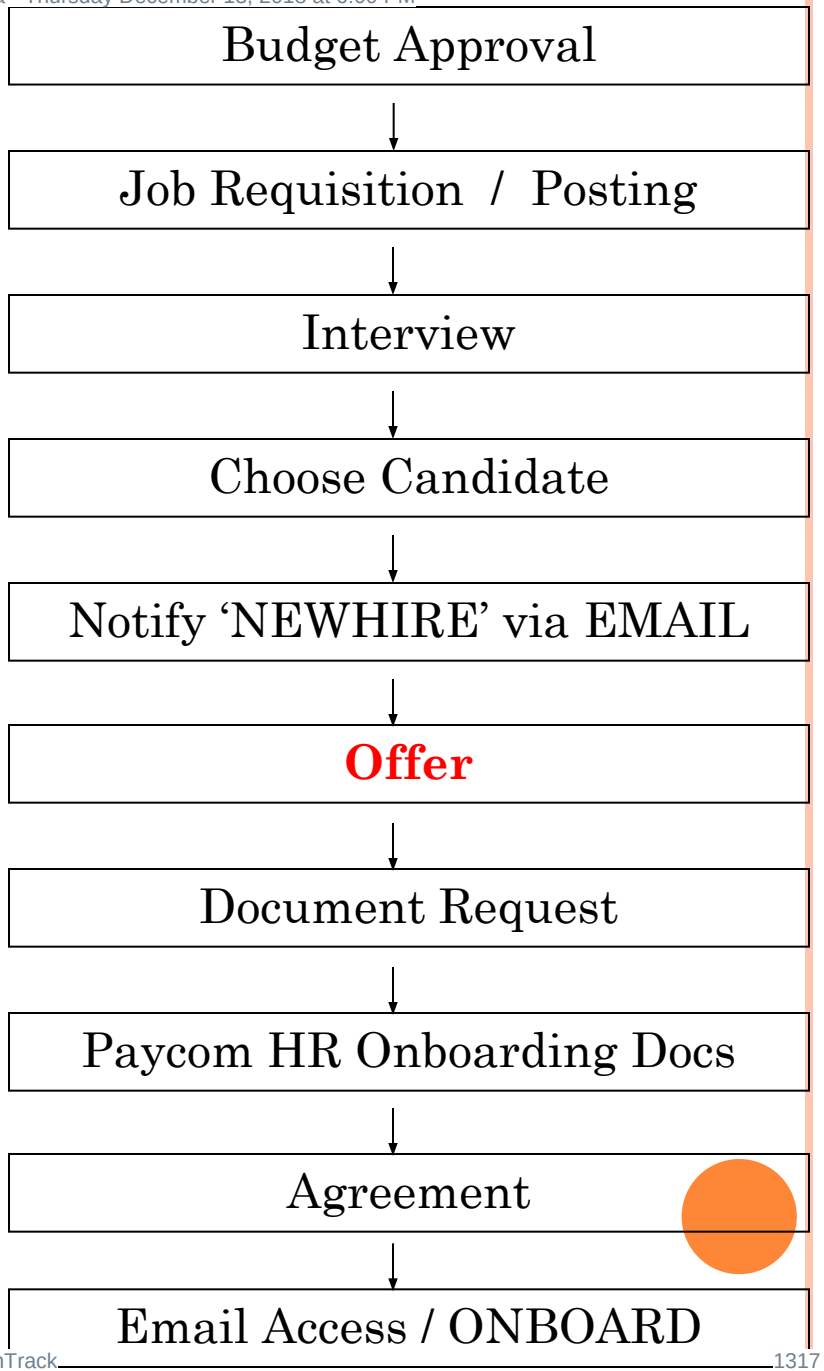


ONLINE OFFER LETTER
WILL BE PREPARED BY HR

APPROVALS NEEDED
BY HR DIRECTOR
BY PRINCIPAL

SYSTEM SENDS THE LETTER
TO CANDIDATE

HR IS NOTIFIED
UPON CANDIDATES SIGNING



CANDIDATE ACCEPTED THE OFFER

HIRING SUPERVISOR
REQUESTS TB and
EMAIL LIVE SCAN FORM

HR CHECKS LIVE SCAN RESULTS
PRINCIPAL RECEIVES TB RESULT

Budget Approval

↓

Job Requisition / Posting

↓

Interview

↓

Choose Candidate

↓

Notify 'NEWHIRE' via EMAIL

↓

Offer

↓

Document Request

↓

Paycom HR Onboarding Docs

↓

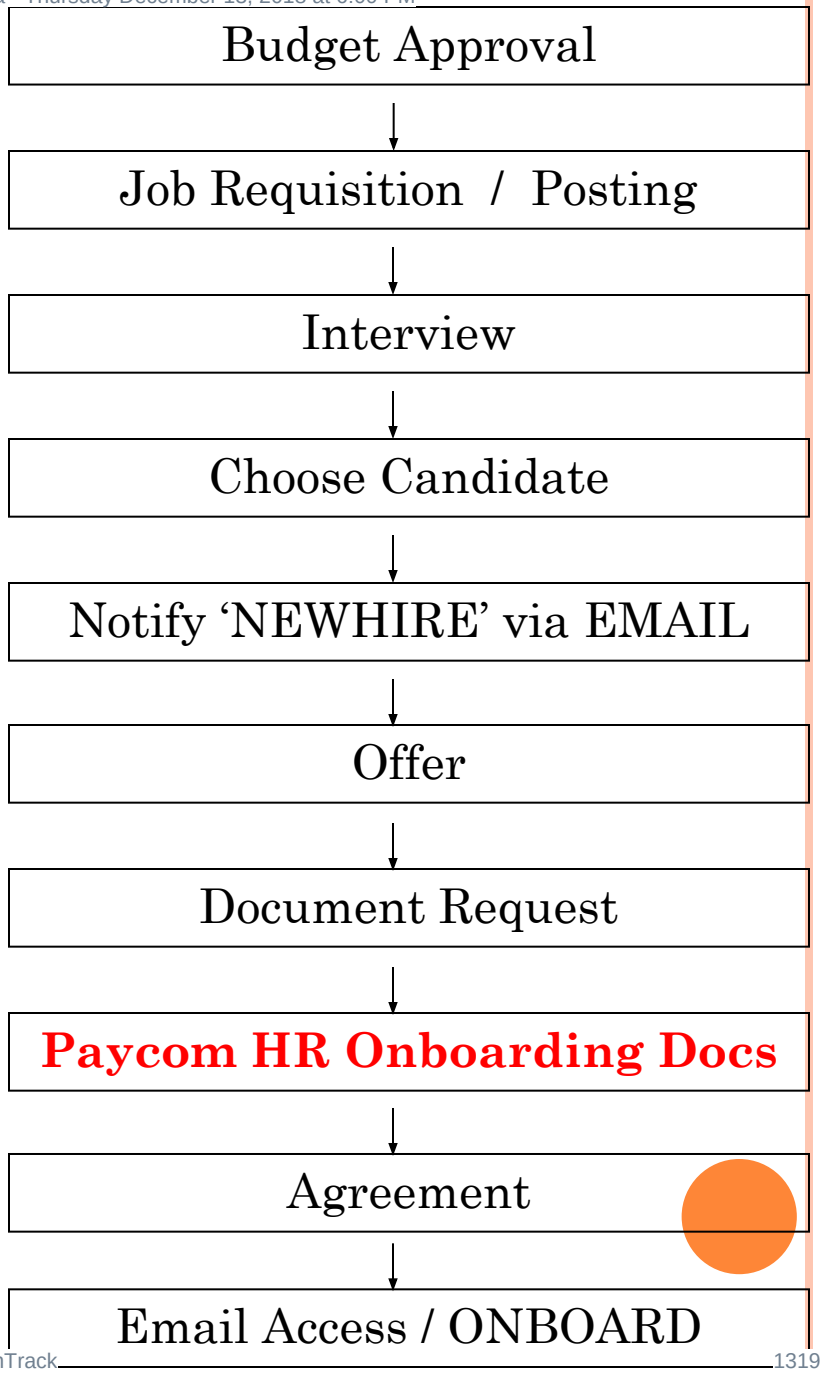
Agreement

↓

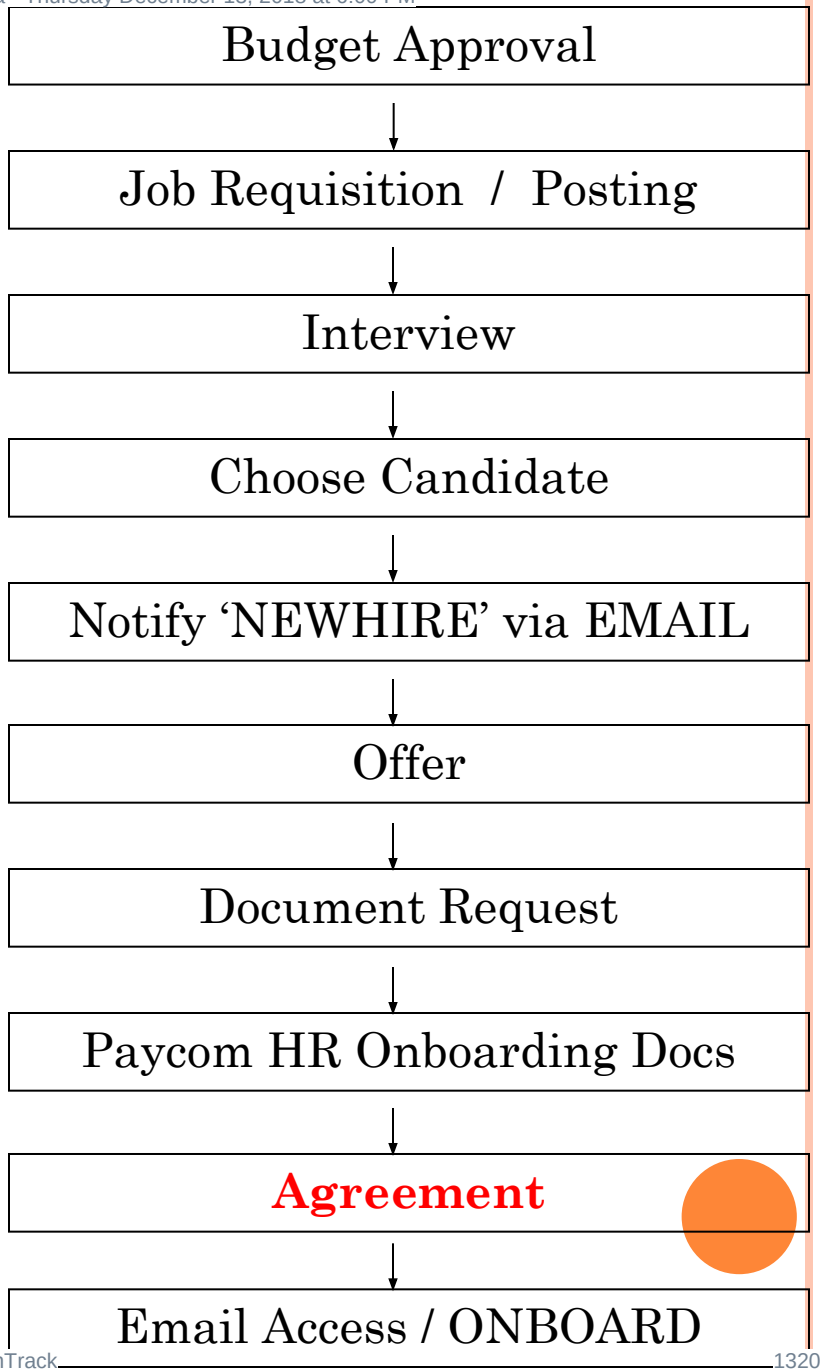
Email Access / ONBOARD

WILL BE DETAILED OUT
IN THE UPCOMING PAYCOM SLIDES

CANDIDATE UPLOADS
ALL INFORMATION/DOCUMENTS
ON TO-DO-LIST



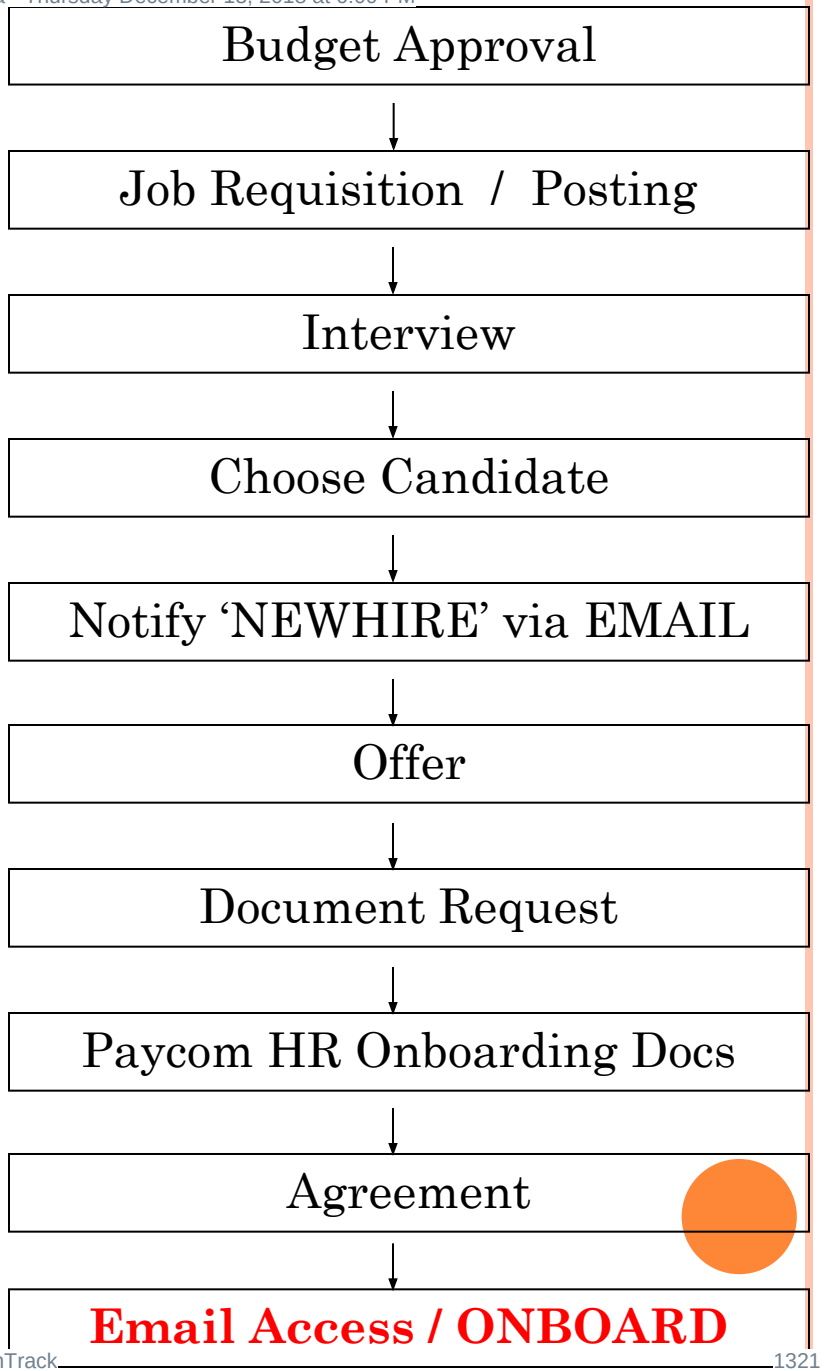
HR WILL PREPARE THE AGREEMENT ONCE ALL PAYCOM INFORMATION ARE COMPLETED.



UPON HR APPROVAL

IT DIRECTOR

CREATES EMAIL ACCOUNTS

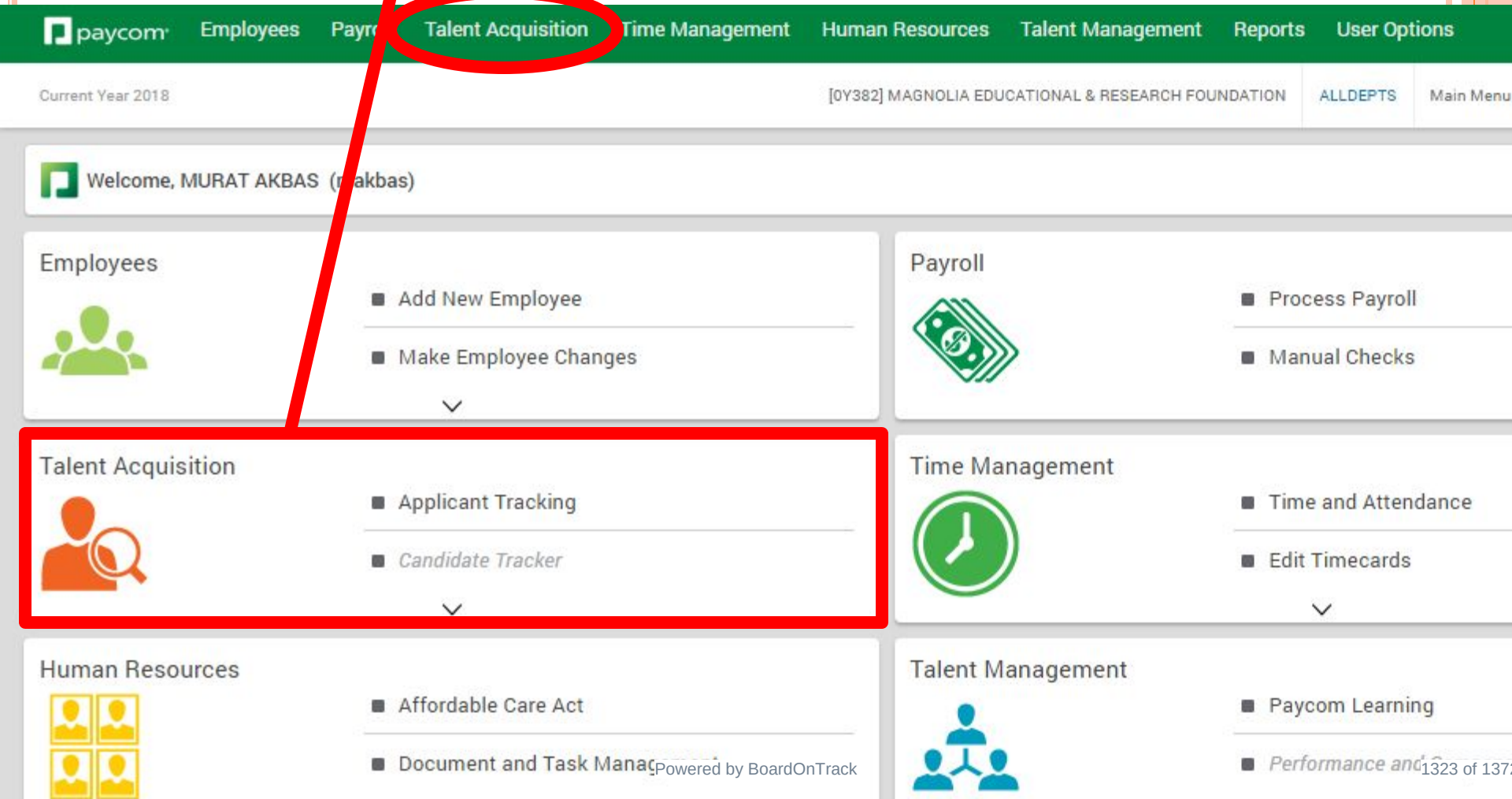


SUPERVISOR RESPONSIBILITIES

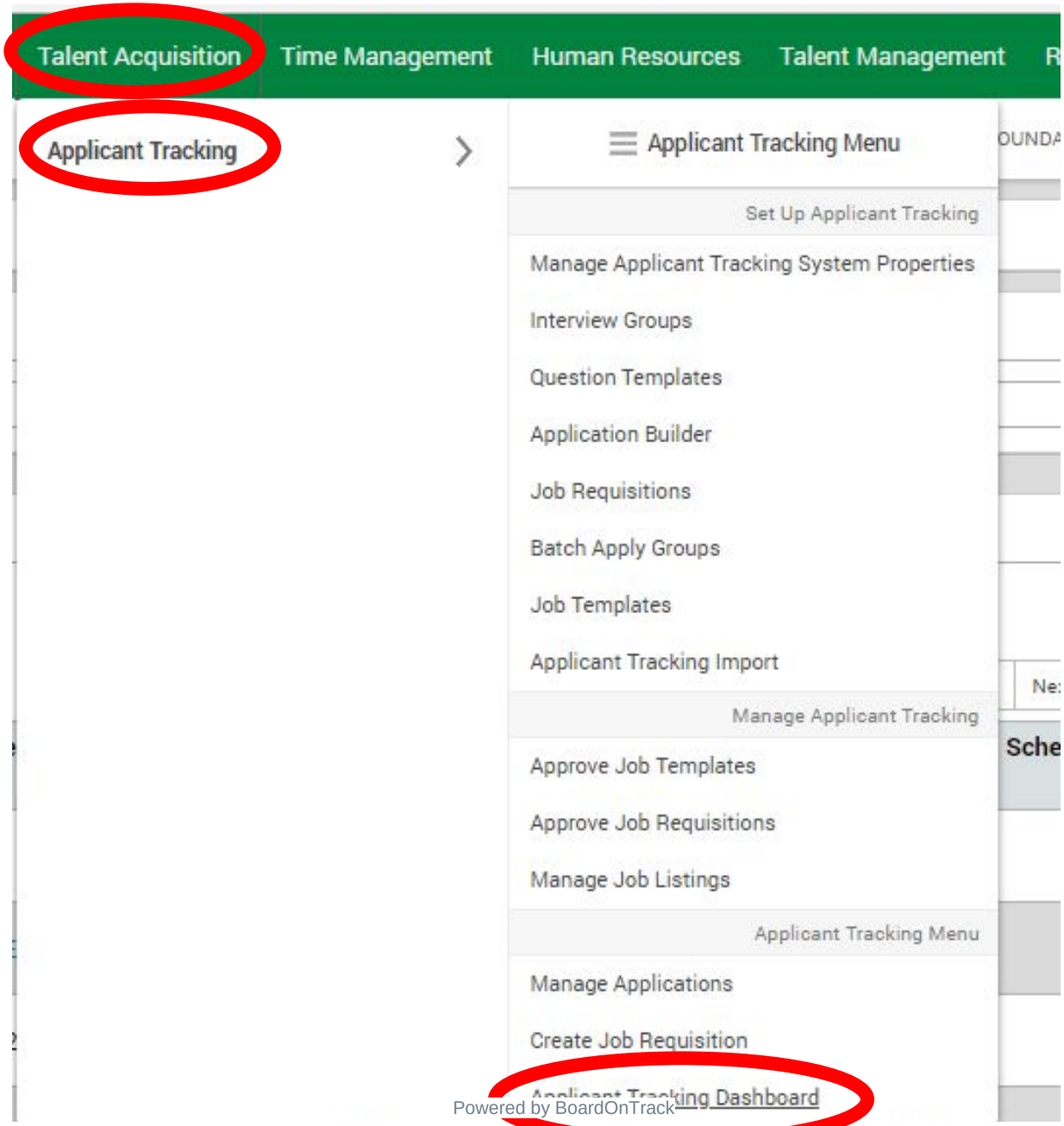
- COMPLETE I-9 FORM AND UPLOAD (WITHIN THE FIRST 3 DAYS OF EMPLOYMENT)
- STRS / PERS FORM
- SUMMER HOLD BACK FORM (TEACHERS ONLY)
- FOLLOW UP WITH CANDIDATE TO UPLOAD ALL DOCUMENTS

STEP-1 "TALENT ACQUISITION"

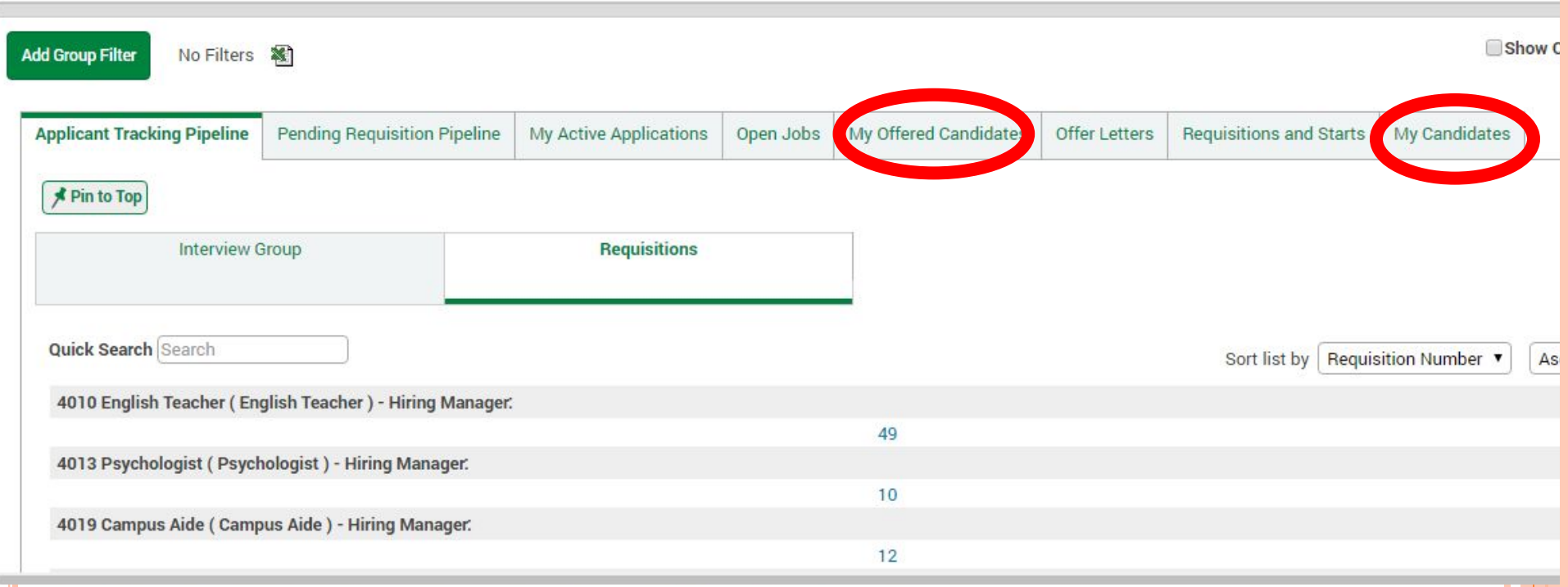
A- All Candidates
B- Chosen Candidate
C- Offer Sent
D- Signed Offer + TB Test Results + Clear Background Check



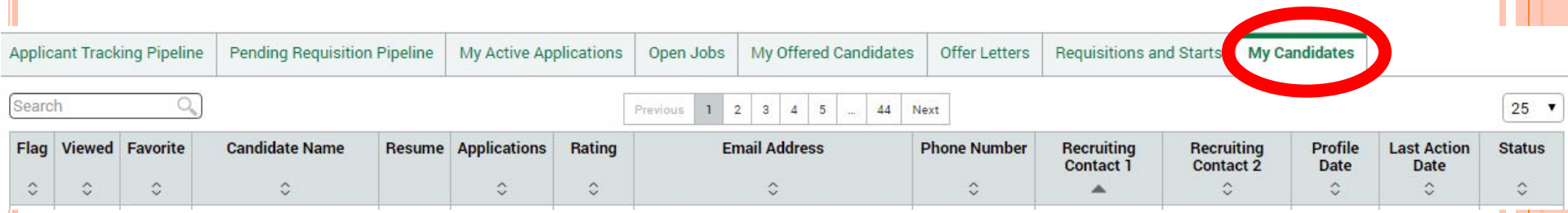
TALENT ACQUISITION



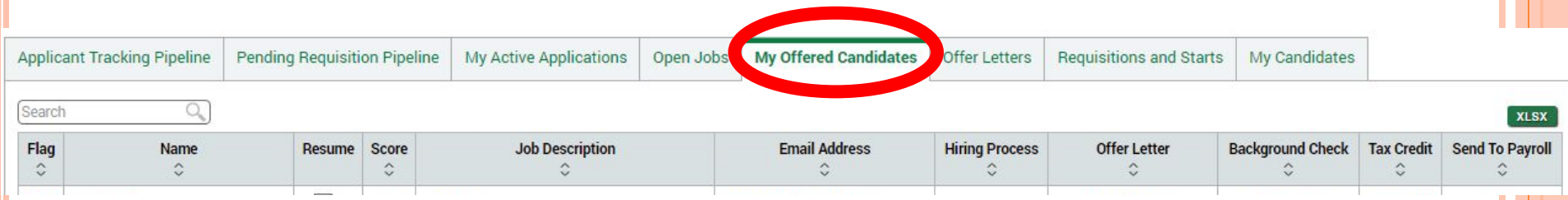
TALENT ACQUISITION > APPLICANT TRACKING DASHBOARD



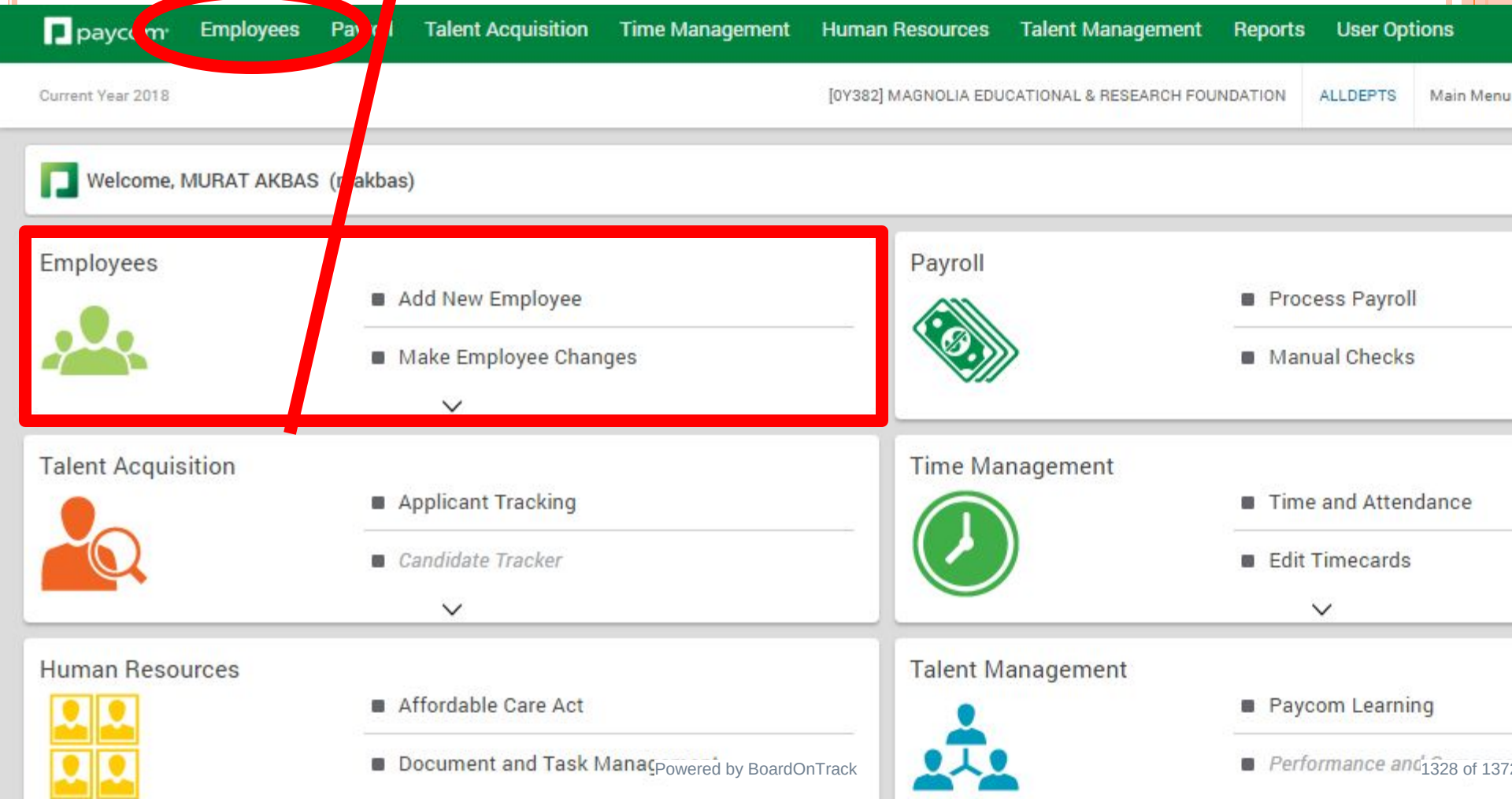
TALENT ACQUISITION > APPLICANT TRACKING DASHBOARD> MY CANDIDATE



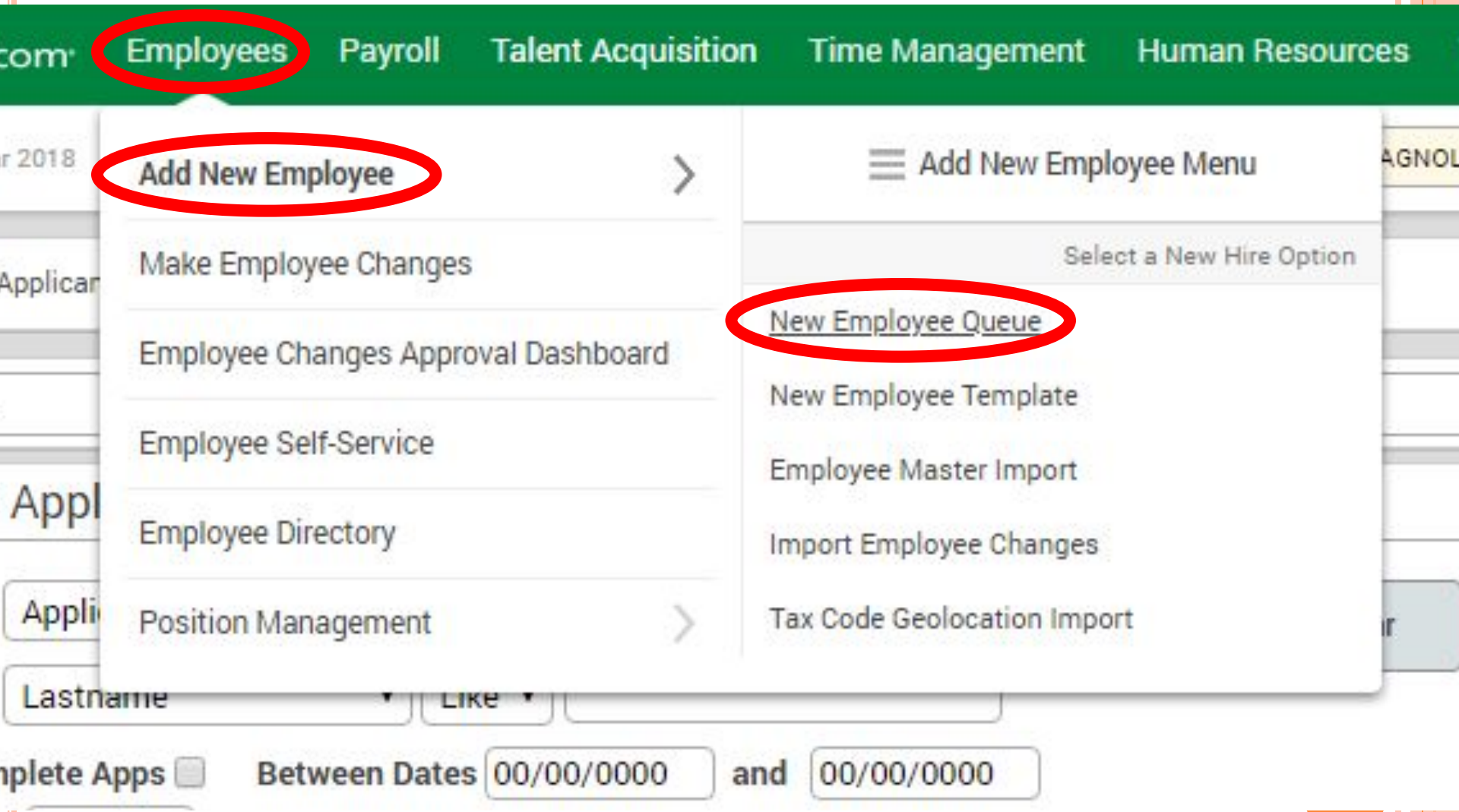
TALENT ACQUISITION: APPLICANT TRACKING DASHBOARD - MY OFFERED CANDIDATES



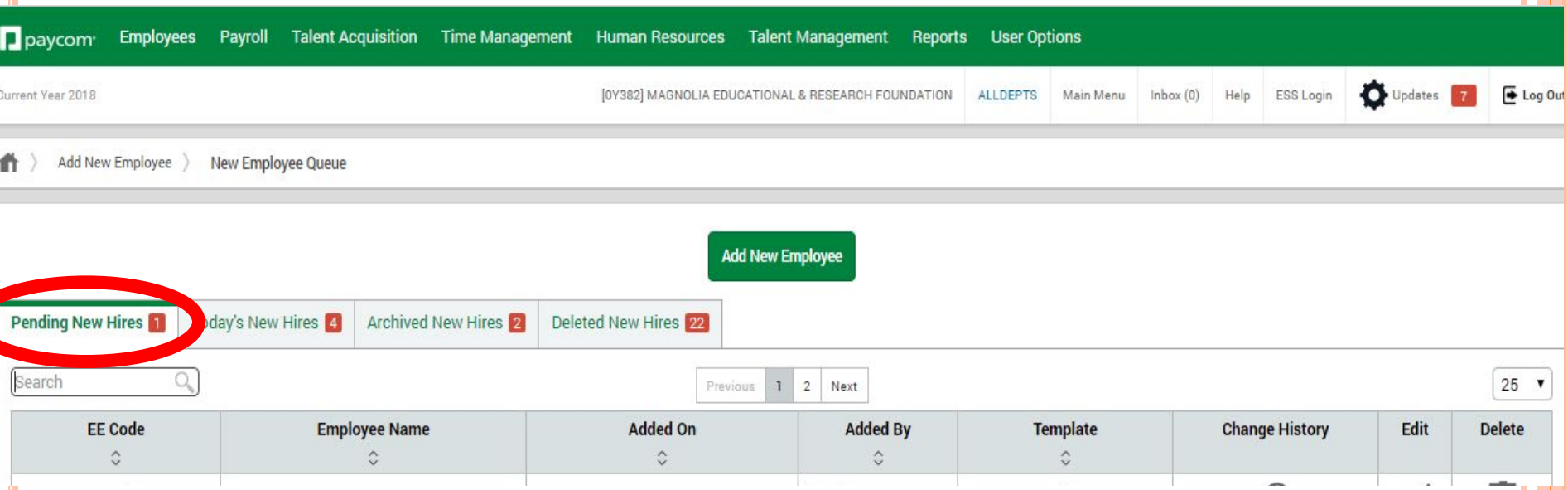
STEP-2 “EMPLOYEES > NEW EMPLOYEE QUEUE”
A1- EMPLOYEE HR INFORMATION
A2- AGREEMENT
B- PAYCOM ACCOUNT
C- MPS EMAIL ACCOUNT



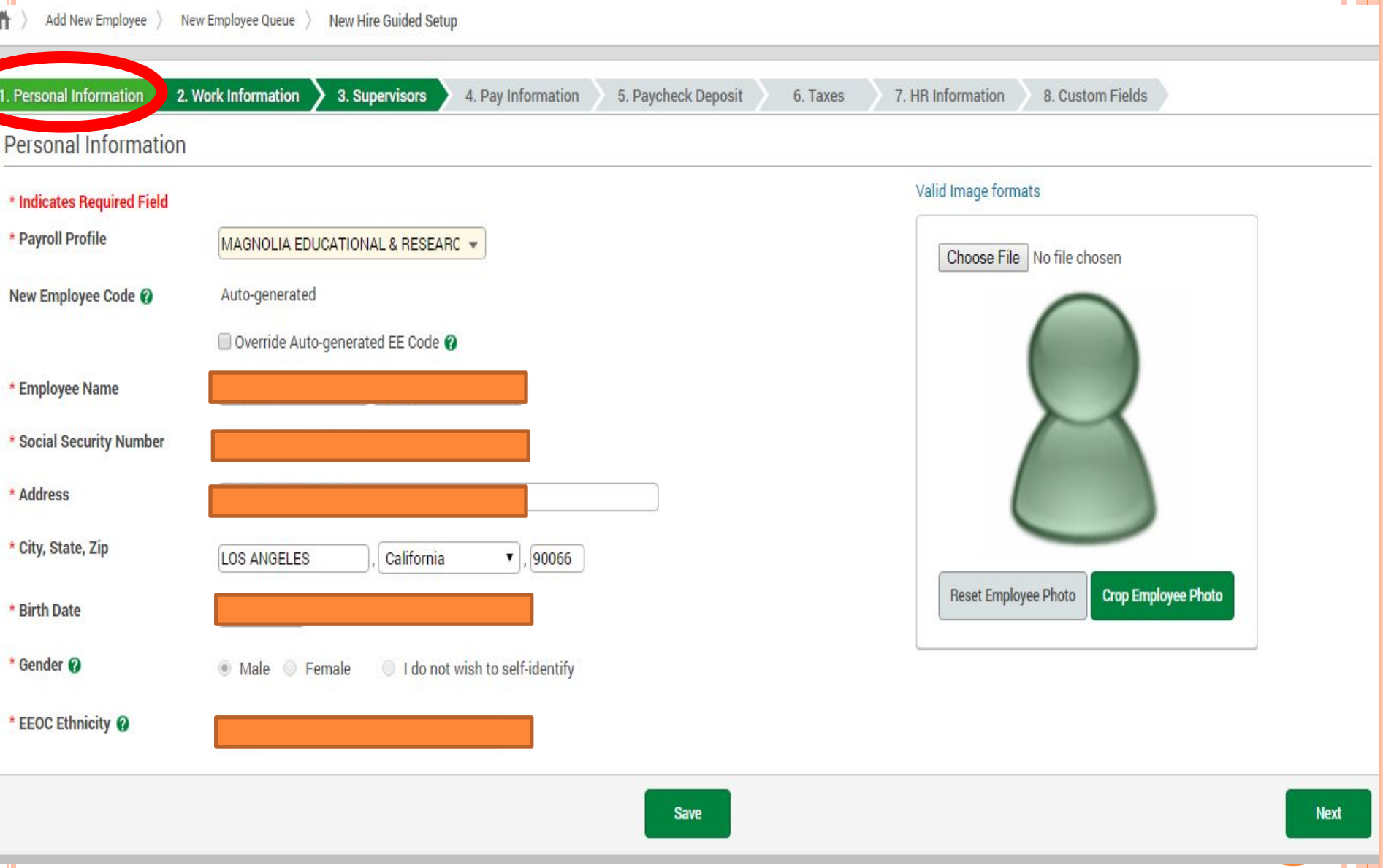
EMPLOYEE> ADD NEW EMPLOYEE>NEW EMPLOYEE QUEUE



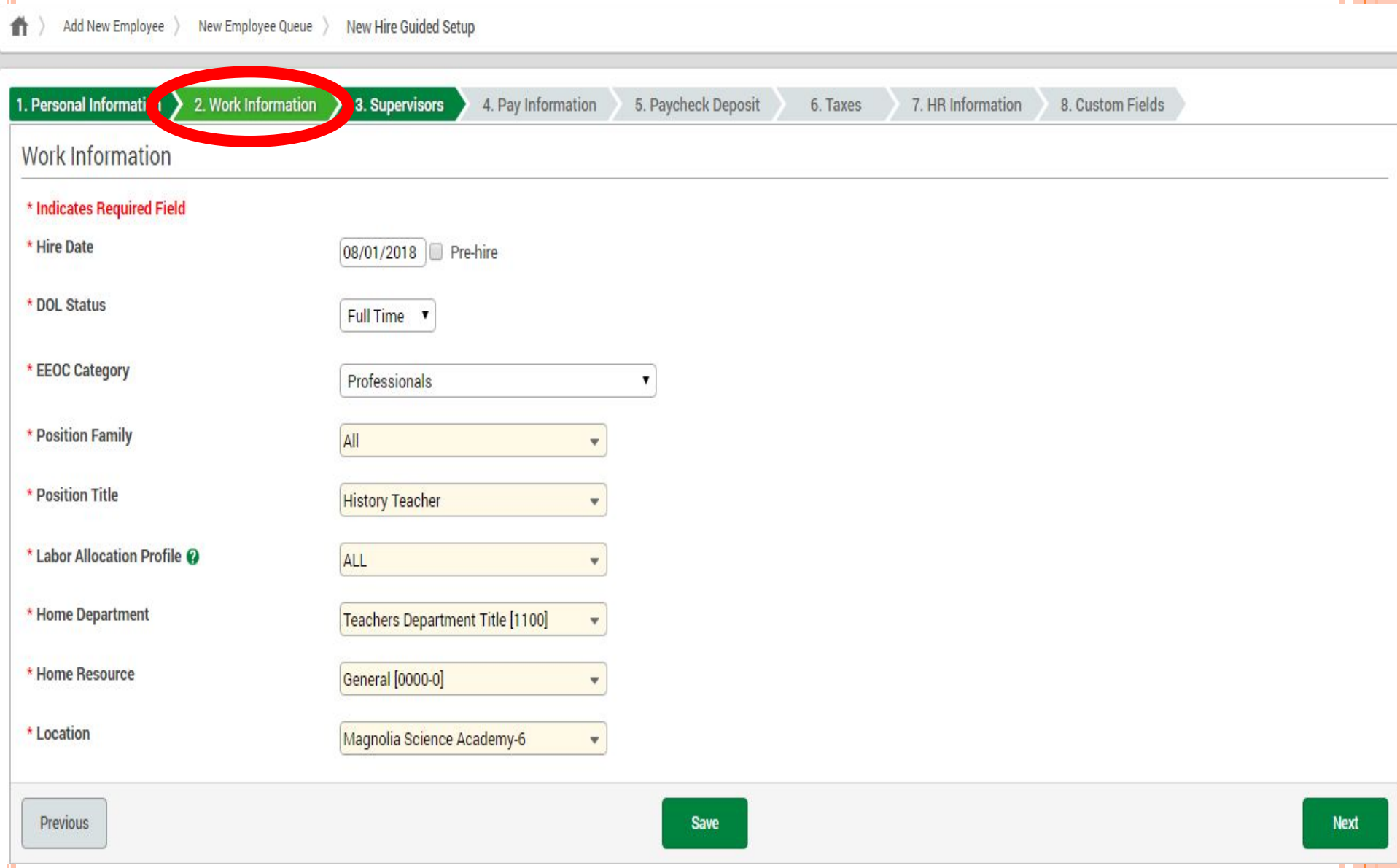
EMPLOYEE> ADD NEW EMPLOYEE>NEW EMPLOYEE QUEUE



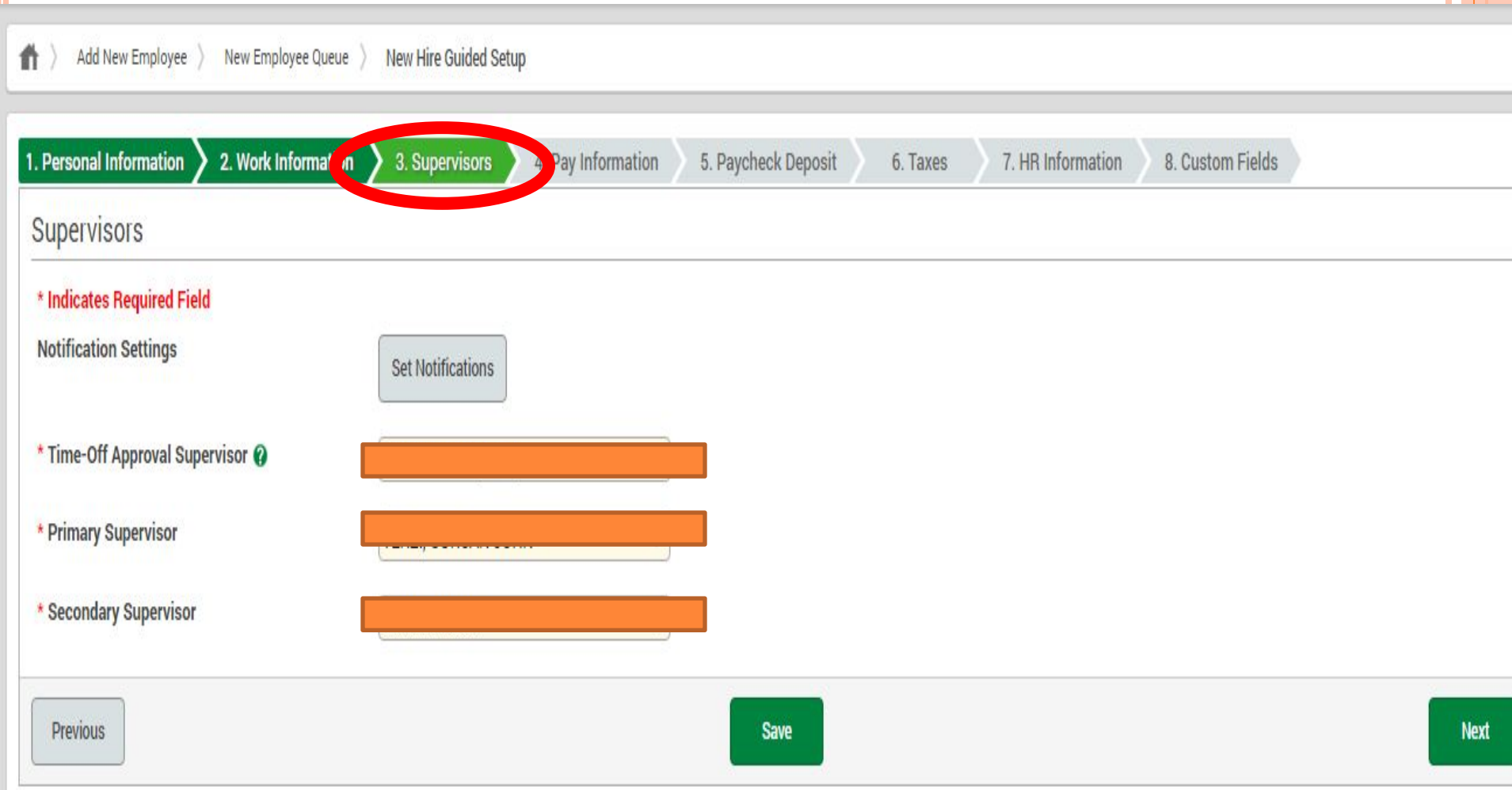
EMPLOYEE> ADD NEW EMPLOYEE>NEW EMPLOYEE QUEUE



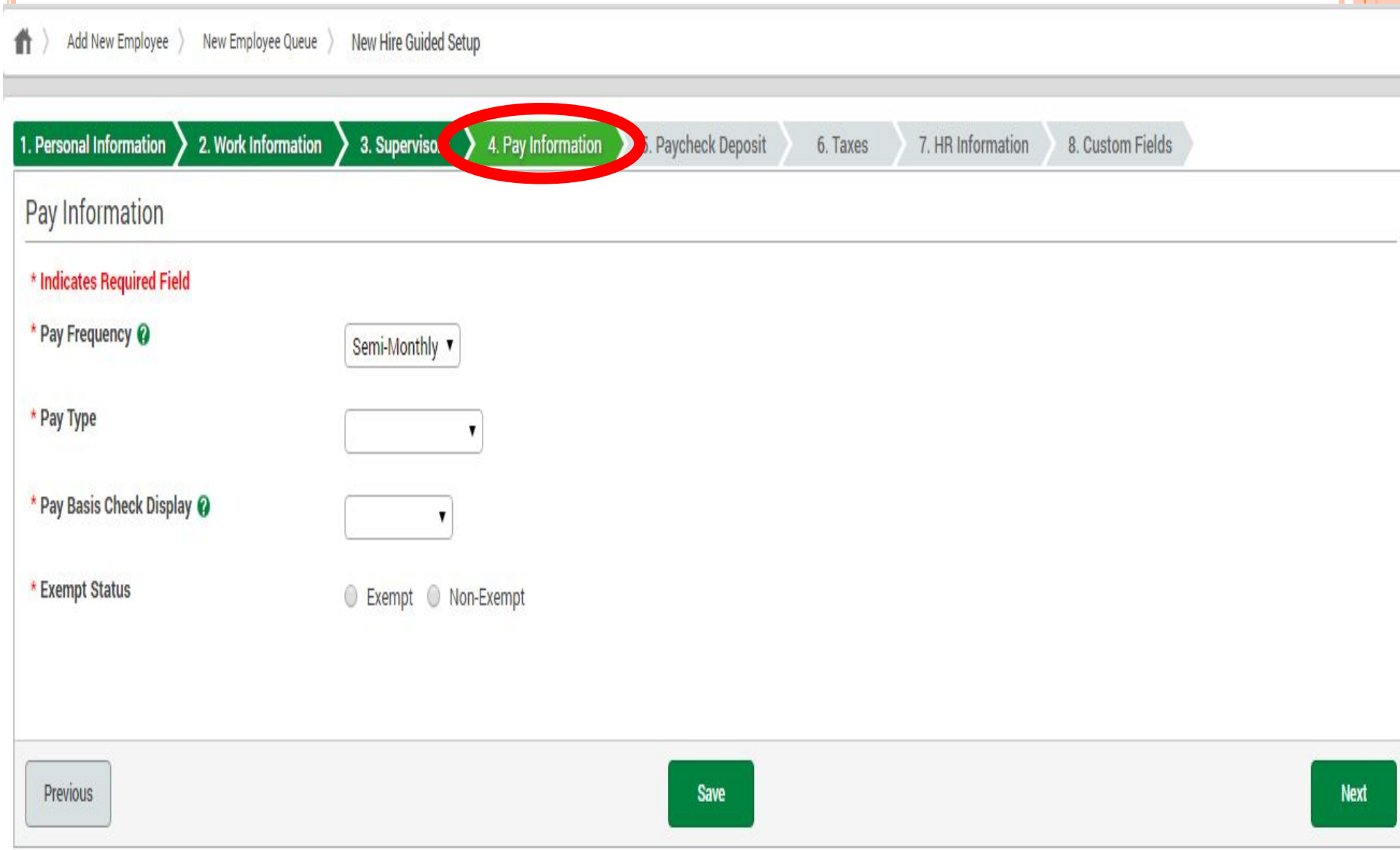
EMPLOYEE> ADD NEW EMPLOYEE>NEW EMPLOYEE QUEUE



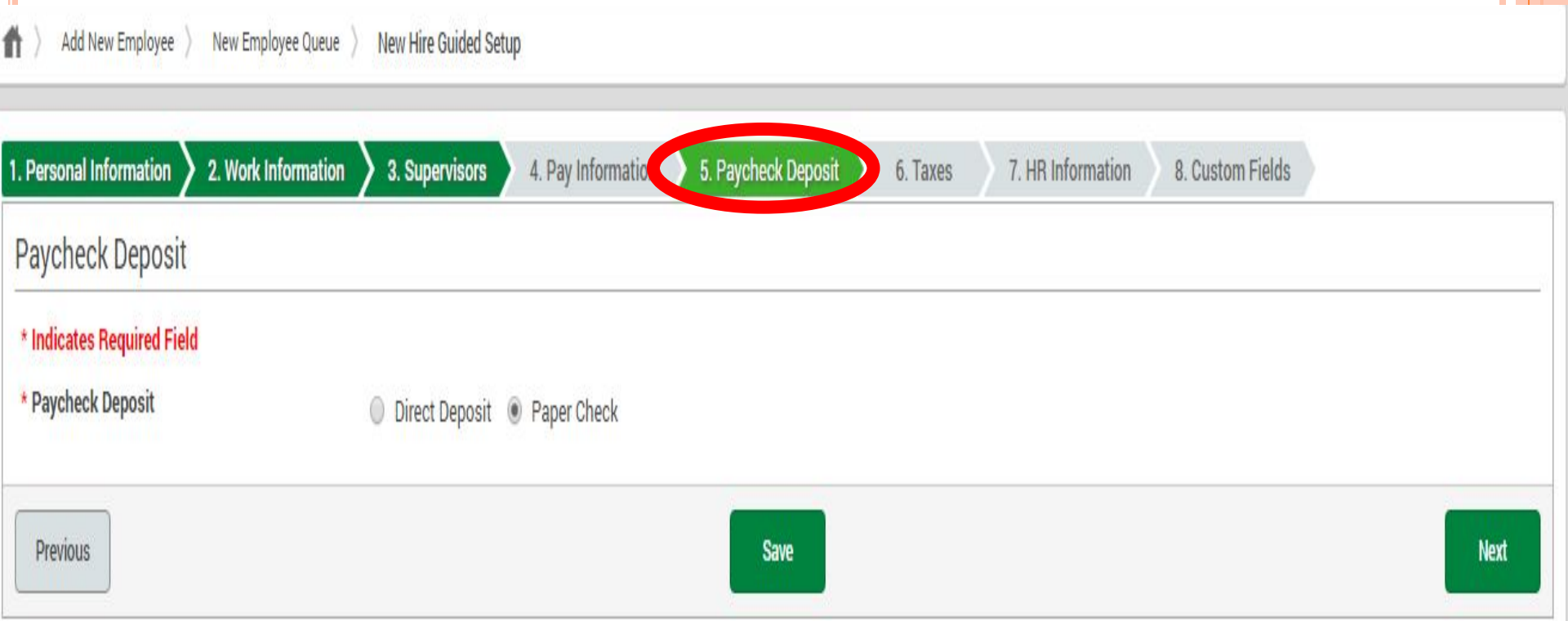
EMPLOYEE> ADD NEW EMPLOYEE>NEW EMPLOYEE QUEUE



EMPLOYEE> ADD NEW EMPLOYEE>NEW EMPLOYEE QUEUE



EMPLOYEE> ADD NEW EMPLOYEE>NEW EMPLOYEE QUEUE



EMPLOYEE> ADD NEW EMPLOYEE>NEW EMPLOYEE QUEUE

1. Personal Information | 2. Work Information | 3. Supervisors | 4. Pay Information | 5. Paycheck Deposit | 6. Taxes | 7. R Information | 8. Custom Fields

Tax Information

* Indicates Required Field

* W2 or 1099 — W2 / 1099

Employee Tax Setup

Lookup Potential Taxes — Search

* Lives-in State — California

* Works-in State — California

* SUI Tax Agency — California

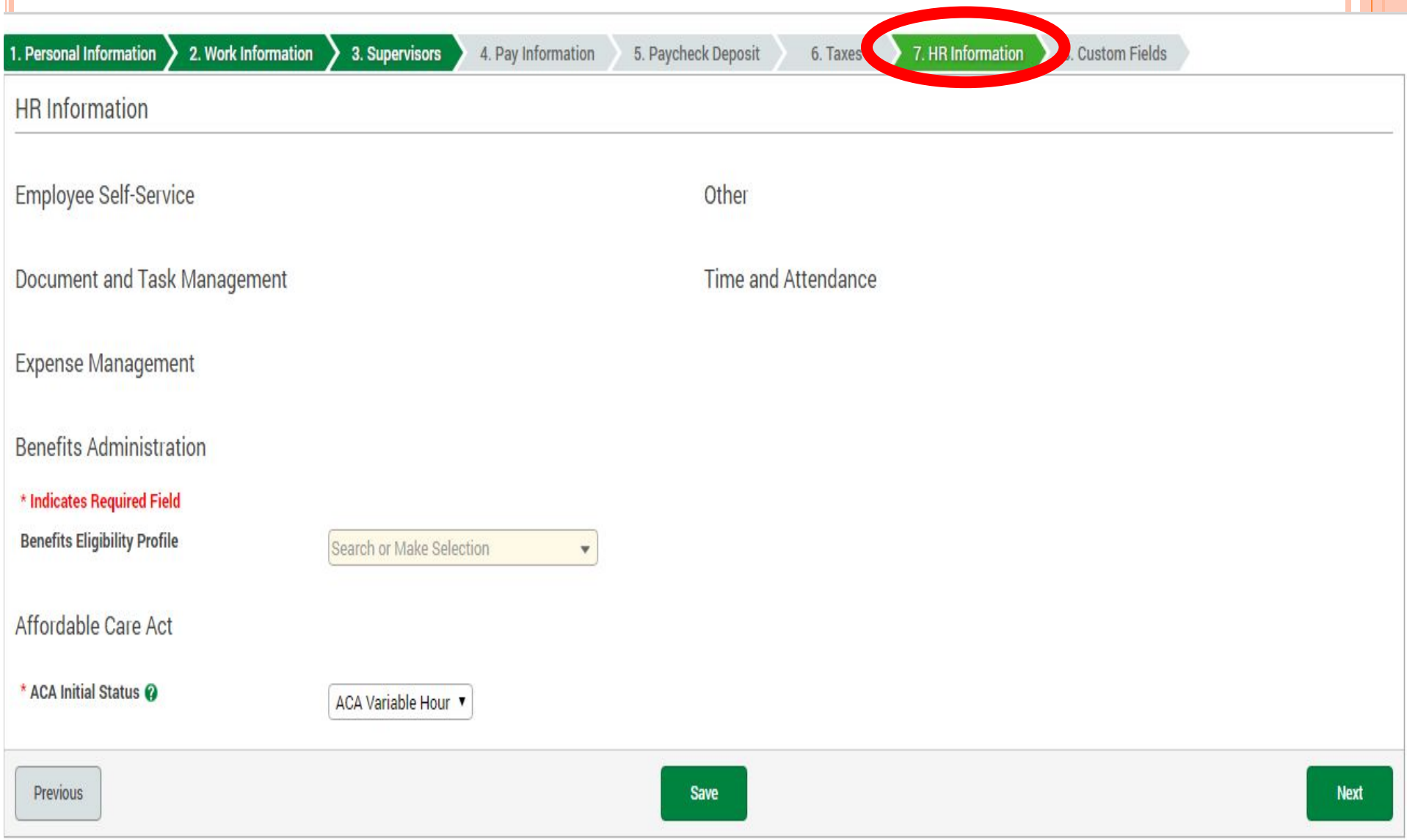
Register Local Taxes

EE Local Tax Agency 1 — Search or Make Selection — Resident Tax

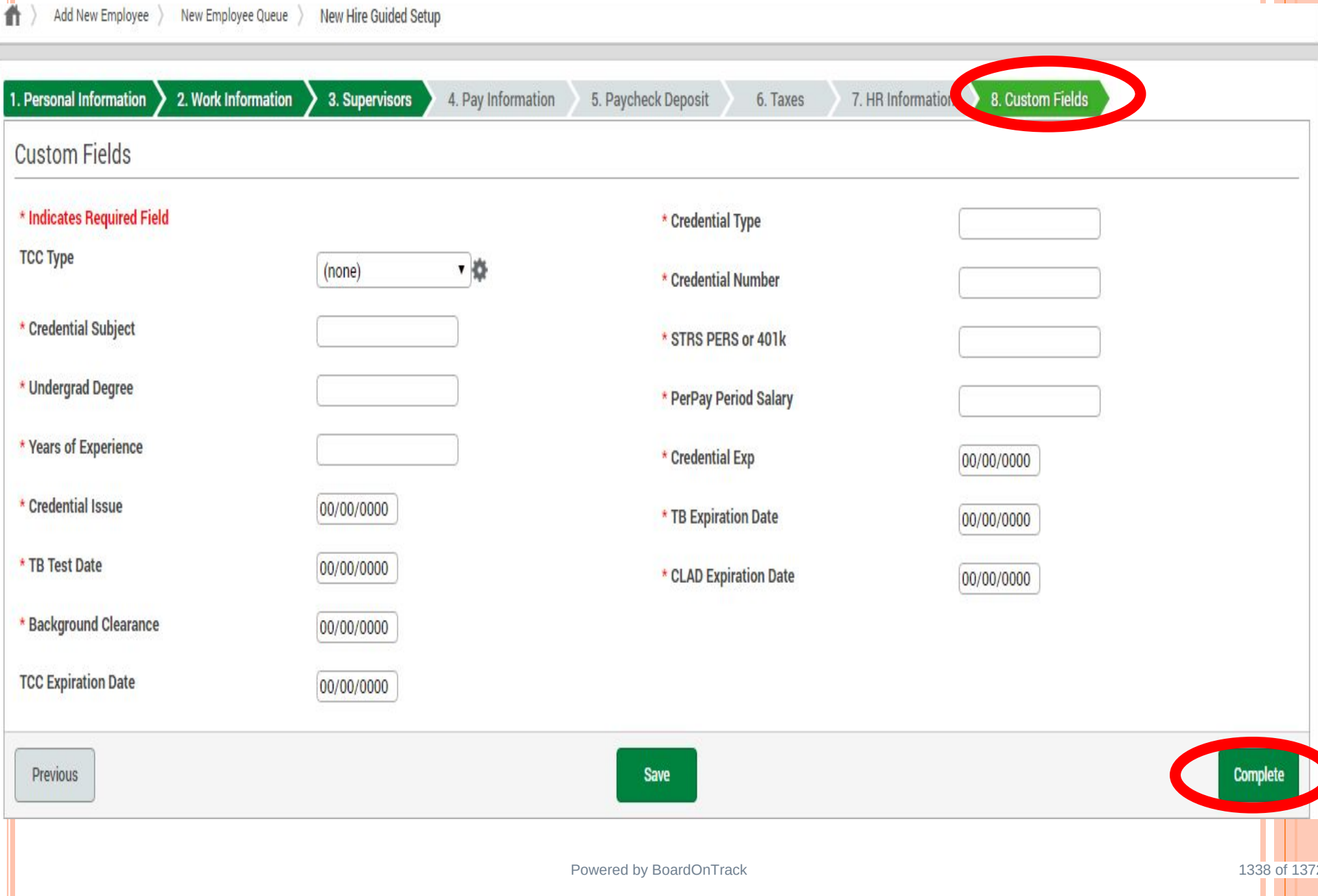
Client Local Tax Agency 1 — Search or Make Selection — Resident Tax

	Filing Status	Exemptions / Allowances	Additional Amount	Additional Percent	Block
Federal Taxes	Single	0	$ 0.00	0.00 %	
CA State Taxes	Single or Married w/2 incomes	0 Estimated Deductions 0	$ 0.00	0.00 %	

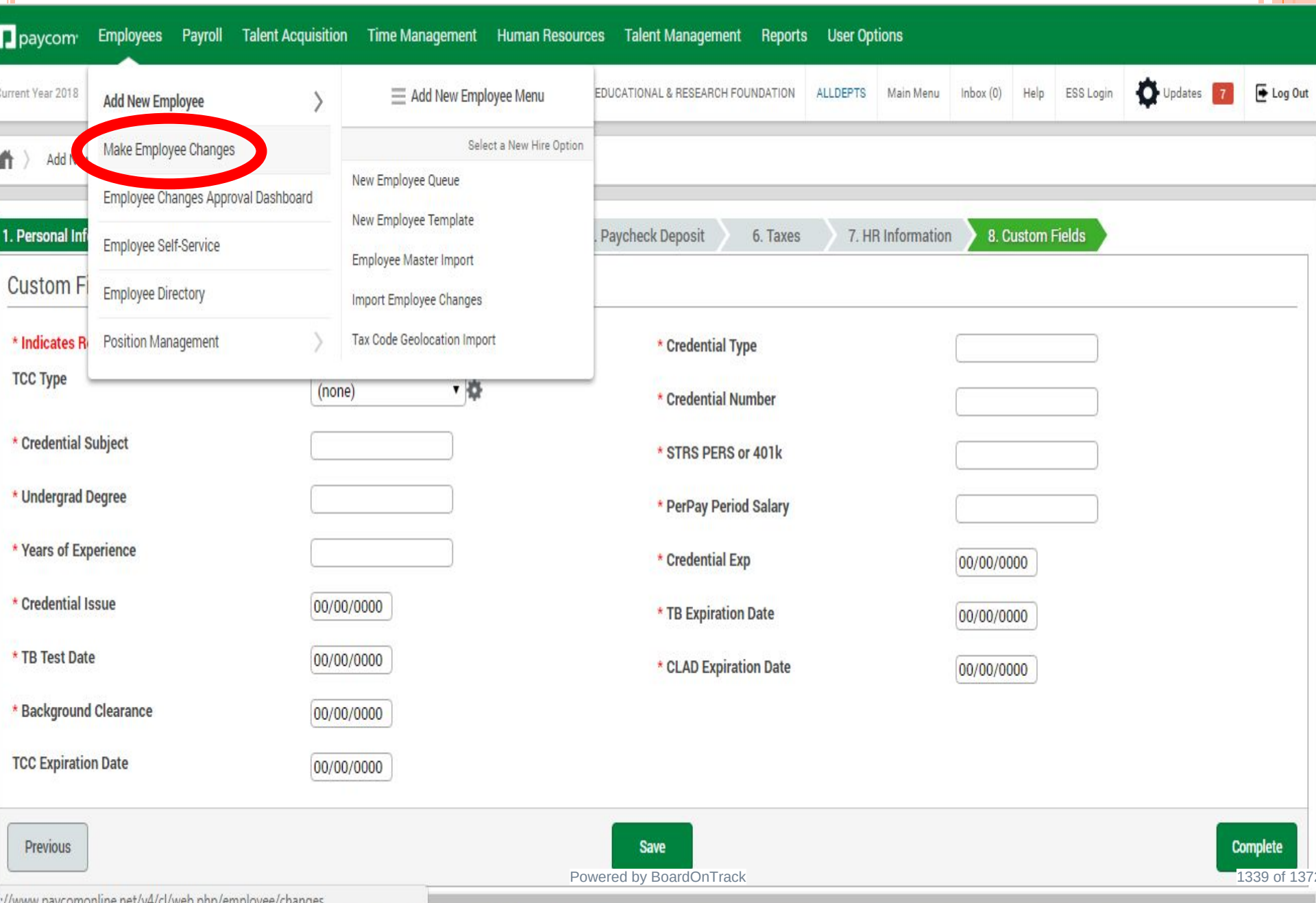
EMPLOYEE> ADD NEW EMPLOYEE>NEW EMPLOYEE QUEUE



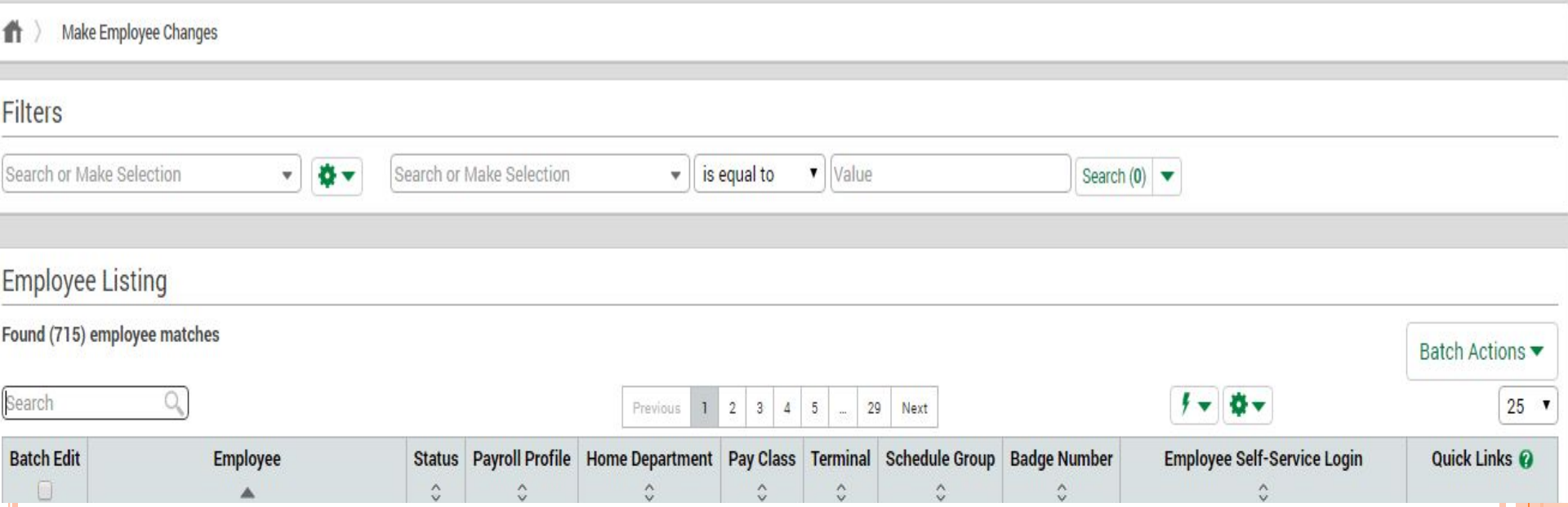
EMPLOYEE> ADD NEW EMPLOYEE>NEW EMPLOYEE QUEUE



EMPLOYEE> ADD NEW EMPLOYEE>NEW EMPLOYEE QUEUE



EMPLOYEE> ADD NEW EMPLOYEE> MAKE EMPLOYEE CHANGES



EMPLOYEE> ADD NEW EMPLOYEE> MAKE EMPLOYEE CHANGES

Make Employee Changes 〉 Employee Menu

[redacted]

ACTIVE W-2
Teachers Department Title (1100)...
Hired 08/10/2015
View Full Profile

Select Form

[redacted]

List All

Employee Menu

1	Demographics, Pay Rates and Taxes	11	Direct Deposit
2	Scheduled Earnings and Deductions	12	Year-to-Date Totals
3	Dates and HR	13	Employee Benefits
4	Percentage Labor Distribution	14	Dependents and Beneficiaries
5	3rd Party Payees	15	My Documents
6	Accrual Information	16	To-Do List(s)
7	Employee Photo	17	Year-End Tax Forms
8	Custom Fields	20	Compensation and Performance History
9	Employee Self-Service	21	Learning
10	Time and Attendance		

Timecard

You have a new employee…

APPENDIX - B (NEW HIRE REQUEST FORM)

New Hire Request Form (Fill out both tabs "New Hire" and "Duties&Qualifications")

After a finalized interview, please email this form to 'newhire@magnoliapublicschools.org' for CFO/COO approval.
HR will prepare the offer letter after the approval.

Date This Form is Sent		**School Name**	
Candidate Name		**Expected Start (Hire) Date**	
Position Title		**Status**	
Department		**Pay Frequency**	
Resource Code		**Duration**	
Retirement Eligibility		**Is the position budgeted?**	
Name of Primary Supervisor		**Name of Secondary Supervisor**	

For Teachers Only		**For Full-Time Salary Based Teachers Only**			
Credential Verified		Base Salary	*$46,600.00*		
Preliminary/Clear/Permit		Employment Qualification Pay	*$0.00*		
Single/Multiple Subject		Additional Duties	*$0.00*		
Credential Number		***Extra Pay Amount (If any)**		***Reason for Extra Pay**	
Credential Expiration Date		**TOTAL SALARY** (based on 22 pay periods)	*$46,600.00*		
EL Authorization		**PAY PER PERIOD** (rounded up)	*$2,119*		
If Emergency Clad, Expiration Date		***Sign in Bonus (one-time)**	$0.00	***Reason for Bonus**	

For Hourly Employees			
Hourly Rate		**Estimated Total Hour Per Week**	
Eligible Benefits of Hourly Employee		Estimated Total Hour Per Year	*0*
		Estimated Total Amount Per Year	*$0.00*

ADDITIONAL DUTIES		
DUTY	**POINTS**	**ASSIGNED POINTS**
Schoolwide Coordination Duties		
Discipline Coordinator	5	
I.T. Coordinator/Technician	5	
Testing Coordinator	5	
After School Coordinator	5	
MTSS Coordinator	5	
EL Coordinator	5	
Literacy Program Coordinator	3	
Athletic Director	3	
STEAM Festival/Expo Coordinator	2	
WASC Self-Study Coordinator	1.5	
Blended Learning Coordinator	1	
Extracurricular Activities Coordinator	1	
Chair/Mentorship/Special Committee Duties		
Department Chair	3.0/2.0	
Grade Level Chair	3.0/2.0	
Student Leadership/Gov't. Advisor	2	
BTSA Mentor	1.5	
CAP Mentor	1	
Reflection Committee Team Member	1	
Club/Competition Duties		
Special Club (Category 1)	1	
Special Club (Category 2)	2	
Extra Club	1	
Seasonal Sports Coach	1	
Additional Teaching Duties		
AP Teacher (per AP course)	2	
Extra Teaching Hours	1.0 **	
TOTAL POINTS		**0.0**

EMPLOYMENT QUALIFICATION PAY		
Subject/Position		$0.00
Degree		$0.00
Credential		$0.00
Prior Experience ($750/year)		$0.00
MPS Experience ($1015/year)		$0.00
TOTAL EMPLOYMENT QUALIFICATION PAY		**$0.00**

07-01-2018

CharterSAFE Training Recommendations for Charter School Employees

MANDATORY TRAINING

Training Class	*Statute*	*Staff*	*Vendor/ Section Class Length**	*Timeframe*
Mandated Reporter: Child Abuse & Neglect *California*	CA Penal Code Section 11164-11174.3	All employees	SafeSchools/ Social & Behavioral 39 minutes	Annual - within first 6 weeks of school or from hire date
Sexual Harassment: Policy & Prevention (AB 1825) *California*	CA Government Code Section 12950.1; CA Administrative Code Section 7288.0	Managers & Supervisors	SafeSchools/ Employment Practices 120 minutes	Current supervisors - every 2 years. New supervisors - within 6 months of starting new position, or hire date.
Bloodborne Pathogens: Exposure Prevention: Complete *California*	CA Code of Regulations, Title 8, Section 5193	All employees	SafeSchools/ Health 24 minutes	Annual (best practice is within first 6 weeks of school or from hire date)
Youth Suicide: Awareness & Prevention (Full Course)	CA Education Code Section 215	All employees that serve students grades 7 to 12	SafeSchools/ Social & Behavioral 26 minutes	
Drug [& Alcohol] Free Workplace	CA Government Code Section 8350-8351 and 8355-8357	All employees	SafeSchools/ Human Resources 22 minutes	
Hazardous Communication: Right to Understand	CA Code of Regulations, Title 8, Section 5194; CA Labor Code Section 6360 et. seq.	All employees	SafeSchools/ Environmental 26 minutes	
Integrated Pest Management** *California*	CA Education Code Section 17608-17613; CA Food & Agricultural Code Section 13180-13188	A) Teachers & classroom staff who use disinfecting/ antimicrobial wipes to clean surfaces* B) **Any employee** who uses chemicals to control pests (facilities, kitchen, grounds, etc.)	SafeSchools/ Environmental 60 minutes	
Sudden Cardiac Arrest in Athletes *California*	CA Education Code Section 33479-33479.9	Coaches of interscholastic athletics, cheerleading & noncompetitive cheerleading, club-sponsored sports activities & practices, interscholastic practices & scrimmage (but not physical education classes)	SafeSchools/ Health 16 minutes	Every 2 years

07-01-2018

CharterSAFE Training Recommendations for Charter School Employees

BEST PRACTICE & RECOMMENDED TRAINING

Training Class	*Staff*	*Timeframe*	*Vendor/Section Class Length**
Sexual Harassment: Staff to Staff (Complete)	All non-supervisory employees	Best practice is annually within first 6 weeks of school or from hire date	SafeSchools/HR 17 minutes
Boundary Invasion	All employees		SafeSchools/HR 23 minutes
FERPA: Confidentiality of Records			SafeSchools/HR 14 minutes
Sexual Misconduct: Staff to Student			SafeSchools/HR 35 minutes
Bullying: Recognition & Response (Complete) *California*			SafeSchools/ Social & Behavioral 42 minutes
Online Safety: Cyberbullying			SafeSchools/IT 21 minutes
Playground Supervision			SafeSchools/ Social & Behavioral 16 minutes
Back Injury & Lifting: Complete			SafeSchools/ Environmental 20 minutes
First Aid			SafeSchools/Health 32 minutes
Cardiopulmonary Resuscitation (CPR) *California*			SafeSchools/Health 15 minutes

* CharterSAFE makes available to its members free subscription to SafeSchools. Any vendor can be used to provide the mandatory training.
* CharterSAFE recommends the use of soap and water and/or diaper wipes which use does not require Integrated Pest Management training.
*

MANDATED WRITTEN PLANS & TRAINING OBLIGATIONS

- **Emergency/Fire Plan** – must have plan in place and train all employees by first day of work
- **Injury & Illness Prevention Plan** – must have a plan in place and train all employees on basic safety practices by first day of work.
- **Comprehensive Safety & Security Plan (aka SEMS/NIMS)** – must have a plan in place and train all employees by first day of work
- **Exposure Control Plan for Bloodborne Pathogens** - see Mandatory Training
- **Youth Suicide Prevention Policy** – Local education agencies that serve grades 7 through 12 are required to develop, adopt and implement a policy that addresses pupil suicide prevention.

CharterSAFE provides online training resources through SafeSchools.com to all members ***at no cost***. Please contact your CharterSAFE Risk Management Team for more information regarding training requirements and required written Plans at 855-394-6599 or Karla Ksan at kksan@chartersafe.org or 818-394-6548.

Cover Sheet

Facility Update

Section:	IV. Information/Discussion Items
Item:	B. Facility Update
Purpose:	Discuss
Submitted by:	
Related Material:	IV B Facilities Update.pdf

Board Agenda Item #:	IV.B-Discussion Item
Date:	December 13, 2018
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Patrick Ontiveros, General Counsel & Director of Facilities
RE:	FACILITIES UPDATES

Background
No action recommended. Information only.

SCHOOL	UPDATES	NEXT STEPS
MSA-1	New High School Building Construction Update: ▪ Project is on schedule and on budget; no red flags. See Exhibit A for three-week look ahead and pictures of progress. Rain is causing some delays. GC is covering up some of the work so that the rain does not infiltrate. ▪ **Part of the work related to the parking lot will include the construction of an 8 foot CMU wall separating the parking lot from the residences to the South. The cost is expected to be about $50,000. This will eventually be a change order but we need to approve this particular item because it is a time critical add. It will be brought before full board for approval.** Middle School Tenant Improvement Update: ▪ A small scope of investigatory work remains to be done for which the Committee has requested further back-up.	New High School Building Construction: ▪ Continue with construction activities Middle School Tenant Improvement Update: ▪ Requested back-up forthcoming.

MAGNOLIA PUBLIC SCHOOLS

SCHOOL	UPDATES	NEXT STEPS
MSA-2	Campus Improvements: ▪ Draft of development agreement for improvements to campus is pending cost estimates to LAUSD; such cost estimates were provided but LAUSD has asked for further information ▪ Cameras waiting to be installed	Campus Improvements: ▪ Additional Cost Information to be provided to LAUSD ▪ Feedback from LACOE pending for camera policy
	Prop 39 Energy Efficiency Grant: ▪ LAUSD approved HVAC upgrade project ▪ Facility Committee and Board approved HVAC upgrade; contract with vendor was signed. We are waiting on rebate information in order to proceed with installation.	Prop 39 Energy Efficiency Grant: ▪ Give notice to proceed to Vendor for installation
MSA-3	Commencing search for private site.	Continue with site search
MSA-4	Commencing search for alternative site.	Continue with site search
MSA-5	No updates	
MSA-6	No updates	
MSA-7	New HVAC installation was completed over Thanksgiving holiday **using Prop 39 funds**. See Exhibit B for photos. RFP for playground and restrooms issued to be paid for with Charter School Facility Incentive Grant money; only 1 response for playground received; none for restroom. RFP deadline extended and more vendors solicited.	Obtain O&M manuals for new units Continue to search for a qualified vendor to perform restroom and playground work
MSA-8	No updates	
MSA-SAN DIEGO	Project in close out mode: **SILVER CREEK:** ▪ Silver Creek completed punchlist. Waiting for documentation requested from them to close them out. **NEXGEN:** ▪ NexGen has completed punchlist items. Inspector of Record must provide DSA form confirming his approval in order for us to	Follow up with close-out activities: **SILVER CREEK:** ▪ Site walk with Silver Creek, architect and inspector **NEXGEN:** ▪ Waiting for IOR sign off.

SCHOOL	UPDATES	NEXT STEPS
	Williams Scotsman: ▪ Rosemary Nunn will take over from Hal the negotiation of a cash refund due to WS issues. Additional Campus Improvements – MSA San Diego would like to add cabinets to classrooms, a permanent lunch shelter immediately adjacent to MPR, and install synthetic turf in the dirt playground	**Williams Scotsman:** ▪ Continue with negotiation for larger cash refund. Additional Campus Improvements: ▪ Director of Facilities to find out if the desired improvements can be financed with savings from the construction project and if it can be started before official DSA close-out Patrick to find out if the utilities will pay for a solar shade structure
	We previously reported that DSA will not close out project without restoration of landscaping that was value engineered out of the project. We now understand that we can file a "Construction Change Directive" or "CCD" to remove it.	Architect to prepare CCD.
	Prop 39 Energy Grant: Consultants walked site to come up with energy saving improvements. Report was generated but due do to a lack of history at the site, Prop 39 may not pay for new HVAC units. We will have to amend the expenditure plan which likely will be rejected and then we will appeal it.	Prop 39 Energy Grant: Consultants will provide list of recommended improvements; report in process. Amendment of expenditure plan
MSA-SANTA ANA	Project is complete. **CERTIFICATION LETTER RECEIVED FROM DIVISION OF STATE ARCHITECT. See Exhibit C.**	Complete California State Division of State Architect close out.

MAGNOLIA PUBLIC SCHOOLS

Exhibit A

MSA-1 UPDATE

Three week look ahead and pictures of progress attached.

View from Alley

Typical interior construction

Overhang on Sherman Way

Utility Vault [1] off of Sherman Way

[1] A utility vault is an underground room providing access to subterranean public utility equipment, such as valves for water or natural gas pipes, or switchgear for electrical or telecommunications equipment. A vault is often accessible directly from a street, sidewalk or other outdoor space, thereby distinct from a basement of a building.

MAGNOLIA PUBLIC SCHOOLS

Exhibit B

MSA-7 HVAC Installation

MAGNOLIA PUBLIC SCHOOLS

Exhibit C

Division of State Architect Certification Letter

DSA DIVISION OF THE STATE ARCHITECT

Certification of Compliance

November 29, 2018

Dr. Caprice Young
Magnolia Education & Research Foundation
250 E. 1St Street, Suite 1500
Los Angeles, CA 90012

Project:	**MAGNOLIA PACIFIC TECHNOLOGY SCHOOL**
Application #:	**04-112861**
File Id #:	**30-25**
Scope:	**Construction of:1-Gymnasium Building A, (1) Classroom Building B (2 story), Site Improvements (including Trash Enclosure)**

Dear Dr. Caprice Young:

The Department of General Services' records indicate that the construction of the referenced project has been completed in accordance with design documents approved by the Department, and that all the Verified Reports covering the construction have been received. Therefore, the Department of General Services Certifies as follows:

This project is in compliance with California State regulations as to the safety of design and construction of public schools, and for the accommodation of persons with disabilities.

As stated in our letter approving the plans and specifications for this project, the Department does not review design documents or construction for compliance with the electrical, mechanical, or plumbing regulations. It is the responsibility of the professional consultants named on the application to verify compliance with appropriate parts of the California Building Code, and to submit Verified Reports documenting compliance.

Sincerely,

Chester "Chet" Widom, FAIA
State Architect
Division of the State Architect
CW: pc

cc: Architect/Engineer - Prithwish Gupta
Director of Facilities
Reading
File

Cover Sheet

PrimeSource Report and Approval of Amended Contract

Section:	VI. Possible Action Items after Closed Session
Item:	A. PrimeSource Report and Approval of Amended Contract
Purpose:	Vote
Submitted by:	
Related Material:	VI A PrimeSource Report and Recommendation (v3.5).pdf

Board Agenda Item #:	VI. A Potential Action Item.
Date:	December 13, 2018
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Patrick Ontiveros, General Counsel & Director of Facilities
RE:	Description of PrimeSource Project Management LLC (Construction Manager) Services for MSA – 1 and Recommendation for Continued Services

I. Proposed Committee Recommendation(s)

Staff recommends that the full Board ofDirectors of MPS (the "**MPS Board**") agree to amend the existing PrimeSource Project Management LLC ("**PrimeSource**") contract so that PrimeSource continues providing construction management services for both MSA-1's new construction project at 18220 Sherman Way and its rehab investigation project and rehab project for the existing building at 18238 Sherman Way (collectively, the "**Project**") to and through completion for a fee consisting of (i) a fixed sum component and an (ii) incentive component, as described below.

The fixed sum component would be $90,000 split evenly over the remaining term of the Project (assumed to be 8 months) with such amount adjusted as the Project schedule changes. For example, if the Project is expected to be 8 months the monthly fixed sum component would be $11,250. However, if after two months the Project is expected to be extended an additional two months (i.e., total duration is 10 months), the monthly payment would be readjusted to be $8,437.50 (calculated as follows – [$90,000 – ($11,250 x 2)] ÷ 8 = $8,437.50). Similarly, if the Project timeline is expected to be decreased by 2 months (i.e., total duration is 6 months), the monthly payment would be readjusted to be $16,875.00 (calculated as follows – [$90,000 – ($11,250 x 2)] ÷ 4 = $16,875.00)

The incentive component would be calculated as a "shared savings" if the actual hard costs and soft costs for the New Construction Project come in less what is currently budgeted for both. MPS Staff proposes 10%. Current hard and soft costs are budgeted at $9,477,235.50. For example,

if the actual costs are $100,000 less than the shared savings to PrimeSource would be $10,000 (calculated as follows $100,000 x 10% = $10,000).

Therefore, total fee to PrimeSource would be $100,000 [$90,000 + $10,000] if the Project realizes savings of $100,000. The total fee to PrimeSource would be $110,000 if the Project realizes savings of $200,000 [$90,000 + $20,000].

II. Background

A. Project Descriptions

There are two projects currently underway at MSA-1: (i) a new construction project at 18220 Sherman Way that will eventually house MSA-1's high school population (the "**New Construction Project**") and (ii) a rehabilitation investigation project of the existing building at 18220 Sherman Way that will eventually house MSA-1's middle school population (the "**Rehab Investigation Project**"). The contract for the New Construction Project was awarded to Oltmans Construction Co. The New Construction Project is approximately 30% complete. The Rehab Investigation Project entails various investigations into the state of the structural integrity of the existing building, seismic renovation design, and HVAC renovation design, the purpose of which is to clearly define a scope of work that can be bid out in an RFP process. Upon completion of the Rehab Investigation Project, MPS Staff will report back to the Facilities Committee with its findings and a proposed course of action to rehab the existing building.

B. PrimeSource Agreement and Services Provided to Date

1. PrimeSource Agreement

MPS entered into a Construction Management Consulting Agreement with PrimeSource as of August 21, 2017 (the "**Agreement**"). A copy is attached as Exhibit A. For the sake of clarity, a description of the typical duties of a construction manager (as compared to a general contractor) is attached as Exhibit B.

PrimeSource's scope of services is provided in two places in the Agreement—Section 2.2 and Exhibit A. Section 2.2 provides that "Client desires to engage Consultant to render its services in connection with Client's Facilities Program at Magnolia Science Academy/Santa Ana and Magnolia Science Academy/ Reseda ("Project")." While Section 2.2 references MSA-Santa Ana, Exhibit A does not make any reference to that project. Exhibit A describes the scope in relevant part as follows: "Provide construction management services at the following school: "Magnolia Science Academy 1 – Reseda". It further describes the scope of work under the Agreement as follows (emphasis added):

- ***Alterations to existing main classroom building*** *including elevator installation - design complete and in DSA submission - building is occupied, modifications must work around school operations, improvements to be completed in SY17-18.*

- *Abatement and demolition of existing commercial building - Magnolia soliciting bids at this time, abatement and demolition to take place as soon as possible*
- ***Construction of new classroom building - design complete, now in DSA - construction to begin as soon as possible, completion for start of SY18-19, by August 2018.***
- *Interim modifications to existing parking lot to accommodate school athletics and outdoor activities - interim until construction of new cafegymatorium planned for construction starting in 2018 - design not done - improvements to be made during SY17-18.*

The Agreement is a time and materials contract. Section 3.5.1 of the Agreement provides that "[PrimeSource] shall receive compensation, including reimbursements, for all Services rendered under this Agreement at the rates set forth in Exhibit 'B' attached hereto…". The Agreement does not include a not to exceed provision, although in Exhibit B, it does state that "[t]otal estimated fees are $308,000 based on attached spreadsheet of presumed project schedule and level of resources required." The referenced spreadsheet is not in fact attached to the Agreement.

In sum, it is clear based on the language of the Agreement that MPS contemplated that PrimeSource's scope of work was sufficiently expansive to include project and construction management services for both the New Construction Project and the Rehab Investigation Project. However, for the avoidance of doubt, MPS Staff recommends that if PrimeSource is further engaged to continue working on the Projects that the amendment clearly articulate the scope of work and PrimeSource's duties. A sample description is included as Exhibit B.

2. Services Under the Existing Agreement

PrimeSource has been acting as a project manager and construction manager for both the New Construction Project and the Rehab Investigation Project. While they are separate projects—one is ground up construction and the other is investigatory work—both are for the benefit of MSA-1. Moreover, PrimeSource has been involved in managing the rezoning of the MSA-1 parking lot parcels and exploring a collaborative partnership with the City of LA to create a skating rink that would benefit MSA-1.

PrimeSource was hired to construction manage a "ready to go" new construction project. "Ready to go" in this context means that all plans are final and reviewed by the Los Angeles Department of Building and Safety and permits are ready to issue. However, the New Construction Project was not "ready to go" and, as a consequence, PrimeSource's services expanded to include extensive pre-development services to get the New Construction Project "ready to go". Plan check took many more months than expected. The design team required assistance in finalizing the plans Notwithstanding the delay in permit issuance, PrimeSource was able to save time on the schedule by demolishing the then existing building at 18220 Sherman Way which served as a gymnasium for MSA-1. Upon the selection of a general contractor and the beginning of construction, PrimeSource actively managed the day to day operations. PrimeSource's expertise was particularly helpful not only in addressing questions and issues as they arose but also anticipating issues that might arise. For example, PrimeSource was a principal driver in having the construction

and design teams re-visit the surface play area on the roof to make sure it was designed to last without leaking, a common problem with play areas placed on the roof. In addition, PrimeSource's services encompassed typical construction management duties, for example, reviewing RFIs, submittals, etc.

PrimeSource also commenced reviewing the existing building and identified and hired engineers to study various components of the building and to recommend improvements. It was this investigation that uncovered the structural deficiencies in the existing building. PrimeSource then tasked the same engineers with designing appropriate fixes.

C. Contract Extension and Amendment

MPS staff expects that if the Facilities Committee and MPS Board approve an extension of the Agreement, that PrimeSource's scope of work, unless modified, will include substantially the same scope of work as described herein. MPS Staff believes it would be prudent to continue to use PrimeSource both on the New Construction Project and on the Rehab Investigation Project as well as the resulting rehab project once the scope for the existing building has been fully developed. MPS's scope of work could include the following:

Continue to manage the New Construction Project (including site work but not zoning work and not FF&E procurement or move-in) to keep it on schedule and on or under budget; such services include but are not limited to

- Reviewing payment applications
- Troubleshoot and propose solutions in real time
- Review RFIs and submittals and insure that the design team responds in a timely manner
- Manage the engineers, architects, and inspectors; liaise with City utility companies as needed

Continue to manage the Rehab Investigation Project in order to develop a scope of work that can then be bid out, including but not limited to

- Manage the engineers and architect preparing plans for submission to the City of Los Angeles Department of Building and Safety
- Manage roof replacement and seismic retrofit
- Collaborate with First Note Finance to oversee the replacement of the HVAC units using Prop 39 Energy Efficiency Funds
- Manage the bid process for the Rehab Project

MPS Staff can work with PrimeSource to better define a scope based on fee considerations.

D. PrimeSource Fee Discussion

MPS Staff believes that the fee structure proposed herein is fair and reasonable.

As a percentage of the total budget for the New Construction Project, the total PrimeSource fee, inclusive of the additional fee described herein, will be 3% of the total New Construction Project budget previously approved by the MPS Board ($375,000 ÷ $11,355,997). This percentage

compares favorably to the construction management fee paid to Gafcon which equaled 4.25% of the total project cost for that project ($191,439 ÷ $4,501,128). Typically CM fees range from 5% to 10% of overall project costs. PrimeSource's scope of work is much more expansive than Gafcon's, including both the New Construction Project and the TI Project, and including pre-development as well as construction management scopes.

III. Budget Impacts

The MSA-1 New Construction Project budget, as adopted by the MPS including the anticipated intercompany loan, has sufficient contingency to absorb the added change order cost. The previously approved New Construction Project budget remains unchanged. The current Project budget, as of November 27, 2018, is as follows:

			Invoice Summary	
			Invoices Received to Date	Left-to-Pay
Budget Summary	**Approved Budget**	**Current Tracking Budget**	31.0%	69.0%
Acquisition Cost Subtotal	$1,000,000	$1,000,000	$1,000,000	$0
Hard Costs Subtotal	$8,448,979	$8,527,158	$1,583,246	$6,943,912
Soft Costs Subtotal	$968,490	$950,078	$622,026	$328,052
Financing Costs Subtotal	$55,000	$55,000	$25,000	$30,000
Management Costs Subtotal	$250,000	$375,000 [1]	$308,450	$66,550 [2]
Subtotal Project Costs	**$10,722,469**	**$10,907,236**	**$3,538,722**	**$7,368,514**
Budget Contingencies	$633,528	$448,761 [3]	$0	$448,761
Total Project Budget	**$11,355,997**	**$11,355,997**	**$3,538,722**	**$7,817,275**

Notes:
[1] The original approved budget was set at $250,000 because MPS Staff intended to allocate said amount to the New Construction Project and $58,000 to the Rehab Project from the $308,450 PrimeSource fee. However, since all fees to date have been paid from the 2017 Bond, the CM Fee has been re-adjusted. The above budget includes an allowance of $66,550 to pay PrimeSource's outstanding invoice of $24,862 and to pay for remaining services on the New Construction Project. Any amounts over the $375,000 will be paid from the 2014 Bond.
[2] "Left to Pay" amount reflects outstanding amount of $24,862 for current invoice and $41,688 for future invoices
[3] Reflects impact of PrimeSource change order. Also, reflects previously approved Oltmans Change Order #1.

Exhibits (attachments):

A. *Professional Services Agreement is entered into on August 21, 2017 by and between Magnolia Educational & Research Foundation and PrimeSource Project Management LLC*
B. *Construction Manager General Description*

C. Sample Scope of Service

Exhibit A

PrimeSource Project Management LLC and Magnolia Public Schools
Consulting Agreement

SCOPE OF WORK;
ALSO SEE EXHIBIT A

AGREEMENT FOR PROFESSIONAL SERVICES BETWEEN MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION AND PRIMESOURCE PM, LLC

1. **Parties and Date.**
   1.1. This Agreement ("Agreement") is made and entered into this 21st day of August, 2017, by and between the MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION ("Client") and PRIMESOURCE PM, LLC ("Consultant") (collectively referred to as the "Parties" and each individually as "Party").
2. **Recitals.**
   2.1. Consultant. Consultant is a professional consultant, experienced and properly certified/licensed to provide the professional services described herein.
   2.2. Project. Client desires to engage Consultant to render its services in connection with Client's Facilities Program at Magnolia Science Academy/Santa Ana and Magnolia Science Academy/Reseda ("Project").
3. **Terms.**
   3.1. Scope of Services. Consultant promises and agrees to furnish all labor, materials, tools, equipment, services, and incidental and customary work necessary to fully and adequately supply professional services, as more particularly described in Exhibit "A" attached hereto and incorporated herein by reference (collectively "Services"). All Services shall be subject to, and performed in accordance with, this Agreement, the exhibits attached hereto and incorporated herein by reference, and all applicable local, state and federal laws, rules and regulations.
   3.2. Responsibilities of Consultant.
      3.2.1. Control and Payment of Consultant and its Subordinates. Client retains Consultant on an independent contractor basis and Consultant is not an employee of Client. Any additional personnel performing the Services under this Agreement on behalf of Consultant shall at all times be under Consultant's exclusive direction and control. Consultant shall pay all wages, salaries, and other amounts due such personnel in connection with their performance of Services under this Agreement and as required by Law. Consultant shall be responsible for all reports and obligations respecting such employees, including, but not limited to, social security taxes, income tax withholding, unemployment insurance and workers' compensation insurance. If Client is using State funds for the Project and is required to enforce a Labor Compliance Program ("LCP"), then Consultant shall be required to enforce Client's LCP as applicable.
      3.2.2. Conformance to Applicable Requirements. All work prepared by Consultant is subject to the approval of Client and any and all applicable regulatory State agencies.
      3.2.3. Reports. Consultant shall provide copies of all reports required to be submitted to applicable regulatory State agencies to Client, whether or not such reports must be submitted to the Client.
      3.2.4. Work Authorization. Consultant shall obtain from Client a work authorization for the Project prior to commencing work. Such work authorization shall reiterate Consultant's duties outlined herein.

3.2.5. Coordination of Services. Consultant agrees to work closely with Client staff in the performance of Services and shall be available to Client's staff, consultants and other staff at all reasonable times.

3.2.6. Standard of Care. Consultant shall perform all Services under this Agreement in a skillful, competent and timely manner, consistent with the standards generally recognized as being employed by professionals in the same discipline in the State of California. Consultant represents and maintains that it is skilled in the professional calling necessary to perform the Services. Consultant warrants that all of Consultant's employees and subcontractors shall have sufficient skill and experience to perform the Services assigned to them. Consultant further represents that it, its employees and subcontractors or subconsultants have all licenses, permits, qualifications and approvals of whatever nature that are legally required to perform the Services, and that such licenses and approvals shall be maintained throughout the term of this Agreement.

3.2.7. Laws and Regulations. Consultant shall keep itself fully informed of and in compliance with all local, state and federal laws, rules and regulations in any manner affecting the performance of the Project or the Services, and shall give all notices required by law. Consultant shall be liable for all violations of such laws and regulations in connection with Services provided by Consultant.

3.3. Insurance. Consultant shall comply with the following insurance provisions, unless one or more paragraphs are specifically waived by the Client in writing:

3.3.1. Time for Compliance. Consultant shall not commence Services under this Agreement until it has provided evidence satisfactory to Client that it has secured all insurance required under this Section. In addition, Consultant shall not allow any subcontractor to commence work on any subcontract until it has provided evidence satisfactory to Client that the subcontractor has secured all insurance required under this Section.

3.3.2. Minimum Requirements and Limits. Consultant shall, at its expense, procure and maintain for the duration of this Agreement, insurance against claims for injuries to persons or damages to property which may arise from or in connection with the performance of the Agreement by the Consultant, its agents, representatives, employees or subcontractors. Consultant shall also require all of its subcontractors to procure and maintain the same insurance for the duration of the Agreement. Such insurance shall meet at least the following minimum levels of coverage:

3.3.2.1. *General Liability*: Insurance Services Office Commercial General Liability coverage (occurrence form CG 0001); $2,000,000 per occurrence for bodily injury, personal injury and property damage;

3.3.2.2. *Automobile Liability*: Insurance Services Office Business Auto Coverage form number CA 0001, code 1 (any auto); $1,000,000 per accident for bodily injury and property damage;

3.3.2.3. *Workers' Compensation and Employers' Liability*: Workers' Compensation insurance as required by the State of California and Employer's Liability Insurance; and

3.3.2.4. *Professional Liability*: Coverage which is appropriate to the Consultant's profession, or that of its consultants or subcontractors, but not less than $1,000,000 per claim/ $1,000,000 aggregate.

3.3.3. Insurance Endorsements. The insurance policies shall contain the following provisions, or Consultant shall provide endorsements on forms supplied or approved by the Client to add the following provisions to the insurance policies:

3.3.3.1. *General Liability*. The general liability policy shall be endorsed to state that: (1) the Client, its directors, officials, officers, employees, agents and volunteers shall be covered as additional insured with respect to the Work or operations performed by or on behalf of the Consultant, including materials, parts or equipment furnished in connection with such work; and (2) the insurance coverage shall be primary insurance as respects the Client, its directors, officials, officers, employees, agents and volunteers, or if excess, shall stand in an unbroken chain of coverage excess of the Consultant's scheduled underlying coverage. Any insurance or self-insurance maintained by the Client, its directors, officials, officers, employees, agents and volunteers shall be excess of the Consultant's insurance and shall not be called upon to contribute with it in any way.

3.3.3.2. *Automobile Liability*. The automobile liability policy shall be endorsed to state that: (1) the Client, its directors, officials, officers, employees, agents and volunteers shall be covered as additional insureds with respect to the ownership, operation, maintenance, use, loading or unloading of any auto owned, leased, hired or borrowed by the Consultant or for which the Consultant is responsible; and (2) the insurance coverage shall be primary insurance as respects the Client , its directors, officials, officers, employees, agents and volunteers, or if excess, shall stand in an unbroken chain of coverage excess of the Consultant 's scheduled underlying coverage. Any insurance or self-insurance maintained by the Client, its directors, officials, officers, employees, agents and volunteers shall be excess of the Consultant's insurance and shall not be called upon to contribute with it in any way.

3.3.3.3. *Professional Liability*. Consultant and its sub- consultants and subcontractors shall procure and maintain liability insurance with limits discussed in this Section.

3.3.3.4. *All Coverages*. Each insurance policy required by this Agreement shall be endorsed to state that: (A) coverage shall not be suspended, voided, reduced or canceled except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to Client ; and (B) any failure to comply with reporting or other provisions of the policies, including breaches of warranties, shall not affect coverage provided to Client , its directors, officials, officers, employees, agents and volunteers.

3.3.4. Separation of Insureds; No Special Limitations. All insurance required by this Section shall contain standard separation of insureds provisions. In addition, such insurance shall not contain any special limitations on the scope of protection afforded to the Client, its directors, officials, officers, employees, agents and volunteers.

3.3.5. Verification of Coverage. Consultant shall furnish Client with original certificates of insurance and endorsements effecting coverage required by this Agreement on forms satisfactory to Client. The certificates and endorsements for each insurance policy shall be signed by a person authorized by that insurer to bind coverage on its behalf, and shall be on forms provided by Client if requested. Client reserves the right to require complete, certified copies of all required insurance policies, at any time.

3.4. Safety. Consultant shall execute and maintain its work so as to avoid injury or damage to any person or property. In carrying out its Services, the Consultant shall at all times be in compliance with all applicable local, state and federal laws, rules and regulations, and shall exercise all necessary precautions for the safety of its employees and subcontractors appropriate to the nature of the Services and the conditions under which the Services are to be performed.

3.5. Fees and Payments.

3.5.1. Compensation. Consultant shall receive compensation, including reimbursements, for all Services rendered under this Agreement at the rates set forth in Exhibit "B" attached hereto and incorporated herein by reference. Extra Work may be authorized, as described below, and if authorized, will be compensated at the rates and manner set forth in this Agreement.

3.5.2. Payment of Compensation. All fees shall be reimbursed monthly. Consultant shall submit to Client on a monthly basis an itemized statement which indicates work completed and hours of Services rendered by Consultant. Client shall pay Consultant within thirty days and in accordance with this Agreement.

3.5.3. Extra Work. At any time during the term of this Agreement, Client may request that Consultant perform Extra Work. As used herein, "Extra Work" means any Services which are determined by Client to be necessary, but which the Parties did not reasonably anticipate would be necessary at the execution of this Agreement. Consultant shall not perform, nor be compensated for, Extra Work without written supplemental work authorization from Client.

3.5.4. Maintenance of Accounting Records. Consultant shall maintain complete and accurate records with respect to all costs and expenses incurred under this Agreement. All such records shall be clearly identifiable. Consultant shall allow a representative of Client during normal business hours to examine, audit, and make transcripts or copies of such records and any other documents created pursuant to this Agreement. Consultant shall allow inspection of all work, data, documents, proceedings, and activities related to the Agreement for a period of two years from the date of final payment under this Agreement.

4. **General Provisions.**

4.1. Termination of Agreement.

4.1.1. Grounds for Termination. Either Client or Consultant may, by written notice to the other party, terminate the whole or any part of this Agreement at any time and without cause by giving written notice to Consultant of such termination, and specifying the effective date thereof, at least thirty (30) days before the effective date of such termination. Upon termination, Consultant shall be compensated for those services which have been adequately rendered to Client and Consultant shall be entitled to no further compensation.

4.1.2. Effect of Termination. If this Agreement is terminated as provided in this Section, Client may require Consultant to provide all finished or unfinished documents, data, programming source code, reports or any other items prepared by Consultant in connection with the performance of Services under this Agreement. Consultant shall be required to provide such documents and other information within thirty (30) days of the request.

4.1.3. Additional Services. In the event this Agreement is terminated in whole or in part as provided herein, Client may procure, upon such terms and in such manner as it may determine appropriate, services similar or identical to those terminated.

4.2. Delivery of Notices. All notices permitted or required under this Agreement shall be given to the respective Parties at the following address, or at such other address as the respective Parties may provide in writing for this purpose:

CONSULTANT:
PrimeSource PM, LLC
Attn: Karen McLaurin Buresh
655 Deep Valley Drive, Suite 335
Rolling Hills Estates, CA 90274
424/903-0980
karen.buresh@primesourcepm.com

CLIENT:
Magnolia Educational & Research Foundation
Attn: Frank Gonzalez
250 East 1st Street, Suite 1500
Los Angeles, CA 90012
213/628-7419
fgonzalez@magnoliapublicschools.org

Such notice shall be deemed made when personally delivered to the address set forth above; forty-eight (48) hours after deposit in the U.S. Mail, first class postage prepaid and addressed as set forth above; forty-eight (48) hours after deposit in the U.S. Mail, registered or certified mail, postage prepaid, return-receipt requested and addressed as set forth above; upon confirmation of delivery to the address set forth above, fees prepaid, by a nationally recognized overnight courier; or upon when delivered via email to the address set forth above. Notice shall be deemed adequate on the date actual notice occurred, regardless of the method of service.

5. Mediation. Disputes arising from this Agreement may be submitted to mediation if mutually agreeable to the Parties hereto. The type and process of mediation to be utilized shall be subject to the mutual agreement of the Parties.

6. Attorney's Fees. If either party commences an action against the other party, either legal, administrative or otherwise, arising out of or in connection with this Agreement, the prevailing party in such litigation shall be entitled to have and recover from the losing party reasonable attorney's fees and all other costs of such action.
7. Indemnification. To the fullest extent permitted by law, Consultant shall defend (with counsel of Client 's choosing), indemnify and hold the Client , its officials, officers, employees, volunteers and agents free and harmless from any and all claims, demands, causes of action, costs, expenses, liability, loss, damage or injury of any kind, in law or equity, to property or persons, including wrongful death, to the extent such claims, damages, losses, etc., arise out of, pertain to, or are incident to the alleged acts, errors or omissions, or willful misconduct of Consultant, its officials, officers, employees, subcontractors, consultants or agents in connection with the performance of the Consultant's Services, the Project or this Agreement, including without limitation the payment of all direct damages, expert witness fees and attorneys' fees and other related costs and expenses.
8. Entire Agreement. This Agreement contains the entire Agreement of the Parties with respect to the subject matter hereof, and supersedes all prior negotiations, understandings or agreements.
9. Governing Law. This Agreement shall be governed by the laws of the State of California. Any action brought to enforce the terms of this Agreement shall be brought in a state or federal court located in the County of Los Angeles, State of California.
10. Time of Essence. Time is of the essence for each and every provision of this Agreement.
11. Successors and Assigns. This Agreement shall be binding on the successors and assigns of the Parties, and shall not be assigned by Consultant without the prior written consent of Client.
12. Amendments/Waiver. This Agreement may not be amended except by a writing signed by the Client and Consultant. No waiver, alternation or modification of the provisions of this Agreement shall be effective unless signed by both Parties.
13. Severability. If any section, subsection, sentence, clause or phrases of this Agreement, or the application thereof to any of the Parties, is for any reason held invalid or unenforceable, the validity of the remainder of the Agreement shall not be affected thereby and may be enforced by the Parties to this Agreement.
14. Interpretation. In interpreting this Agreement, it shall be deemed that it was prepared jointly by the Parties with full access to legal counsel of their own. No ambiguity shall be resolved against any party on the premise that it or its attorneys were solely responsible for drafting this Agreement or any provision thereof.
15. Fingerprinting Requirements. Consultant hereby acknowledges that, if applicable, it is required to comply with the requirements of Education Code Section 45125.l with respect to fingerprinting of employees who may have contact with the Client's pupils. The Consultant shall also ensure that its consultants on the Project also comply with the requirements of Section 45125 .1. If required by Education Code Section 45125 .1, the Consultant must provide for the completion of a Fingerprint Certification form, in the Client 's required format, prior to any of the Consultant's employees, or those of any other consultants, coming into contact with the Client 's pupils. Consultant further acknowledges that other fingerprinting requirements may apply, as set forth in Education Code Section 45125 et seq., and will comply with any such requirements.

16. TB Testing. Consultant shall require that all regular and substitute employees provide verification of having been tested for tuberculosis and cleared to work with minors as evidenced by a state licensed medical doctor's signature prior to any of the Consultant's employees, or those of any other consultants, coming into contact with the Client 's pupils. Consultant shall keep a copy of said information in the employee file.
17. Confidentiality. Consultant hereby acknowledges that certain records and information maintained by the Client, or by Consultant on behalf of the Client, are protected by law and shall not be released to third parties without express authorization from the Client. Such records include, but are not limited to, student records (i.e., any item of information relating to an identifiable student) and personnel records. In addition, all ideas, memoranda, plans, strategies, and documents shared with Consultant by Client in connection with the performance of this Agreement, not generally known to the public, shall be held confidential by Consultant. Consultant agrees that information acquired by Consultant during meetings with the Client's administrative team, or during closed session Board discussions are deemed confidential and, except to the extent required by law, shall not be shared with third parties without express authorization from the Client.
18. Drug/Tobacco-Free Facilities. All of Client's facilities are drug and tobacco-free facilities. Any drug and/or tobacco use (smoked or smokeless) is prohibited at all times on all areas of Client facilities.
19. Board Approval Required. This Agreement shall not be binding nor take effect unless approved or ratified by the Client Governing Board. Any amendments to this Agreement shall require Board approval or ratification.
20. Exhibits and Recitals. All Exhibits and Recitals contained herein are hereby incorporated into this Agreement by this reference.
21. Counterparts. This Agreement may be executed in counterparts, each of which shall constitute an original and all of which shall constitute one agreement.

IN WITNESS WHEREOF, the Parties hereto have executed this Agreement by their authorized officers as of the day and year first written above.

CLIENT
MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION

Caprice Young

By: Caprice Young, Ed.D. Dated: August 21, 2017

Title: CEO & Superintendent

PRIMESOURCE PM, LLC, a California Limited Liability Company

By: Karen McLaurin Buresh Dated: August 21, 2017

Karen McLaurin Buresh

Title: CEO/Managing Member

Federal Tax I.D. Number: 46-3940017

SCOPE OF WORK

EXHIBIT "A"
SCOPE OF SERVICES

Consultant shall provide facilities program support and assistance to the Client as follows:

1. **Provide construction management services at the following school:**
   Magnolia Science Academy 1 - Reseda
   18238 Sherman Way, Reseda, CA 91335

This is the flagship school for Magnolia. Campus is occupied with approximately 540 students. Magnolia has obtained additional land, already in possession, for expansion and modernization projects including:

- Alterations to existing main classroom building including elevator installation - design complete and in DSA submission - building is occupied, modifications must work around school operations, improvements to be completed in SY17-18.
- Abatement and demolition of existing commercial building - Magnolia soliciting bids at this time, abatement and demolition to take place as soon as possible
- Construction of new classroom building - design complete, now in DSA - construction to begin as soon as possible, completion for start of SY18-19, by August 2018.
- Interim modifications to existing parking lot to accommodate school athletics and outdoor activities - interim until construction of new cafegymatorium planned for construction starting in 2018 - design not done - improvements to be made during SY17-18.
- All projects will be DSA approved and Field Act compliant, or approved by appropriate City departments as required.
- Magnolia has retained a designer for all projects. Designer is Franco Architects.
- Projects are privately funded, total project cost estimated at $6,900,000 excluding $3.8 million in site acquisition.

Services shall not include:

- Project design
- Testing and inspection
- Permits and fees
- Demolition and abatement
- Construction
- Utilities
- FF&E
- Temporary field office space, if required, will be provided by Magnolia either within existing space or within contractor provided facilities.
- Magnolia will be the point of contact with the City of Los Angeles and the State Department of Education for all approvals, expediting, and final certifications.

COMPENSATION IS ON A TIME AND MATERIAL BASIS WITH NO CAP

EXHIBIT "B"
COMPENSATION FOR SERVICES

The Magnolia Science Academy – 1 Reseda Classroom Project and services described in Exhibit A hereto shall be performed by Consultant on a reimbursable fee basis at the hourly rates shown below and shall be invoiced by Consultant to Client on a monthly basis.

Additional services requested by Client ("Extra Work" as defined in the within Agreement) shall be billed at the following hourly rate schedule and shall be invoiced by Consultant to Client on a monthly basis:

Principal	$ 250.00
Project Manager	$ 165.00
Field Engineer	$ 125.00
Scheduler	$ 150.00
Estimator	$ 150.00
Admin Assistant	$ 55.00

Consultant rates are fully loaded. Consultant will not charge for mileage or office reimbursables or personal equipment. Consultant will not markup project reimbursable costs that are passed through Consultant. Consultant will not markup subconsultant fees.

Total estimated fees are $308,000 based on attached spreadsheet of presumed project schedule and level of resources required.

NOTE: ESTIMATE OF FEES

MAGNOLIA PUBLIC SCHOOLS

Exhibit B

General Construction Manager Description

Construction managers are responsible for setting and keeping schedules, monitoring finances, and making certain that everybody is doing what they should every day. They help ensure that the workplace is free of safety hazards and deal with the various working relationships that exist on a job site.

To put a finer point on it, construction managers oversee and lead a range of building projects from beginning to end. Construction runs the gambit between smaller renovation and remodeling jobs to larger commercial projects, like office buildings, hospitals, and schools.

Construction Manager vs. General Contractor

While the terms “construction manager” and “general contractor” are often used interchangeably, there are actually distinct differences between them. Typically, construction managers are involved in a given project from start to finish. They help clients with initial planning, along with the selection of the project's general contractor and architect..

Responsibilities of a Construction Manager

There are certain tasks that are performed by construction managers. These include:

Quality management. Construction projects quite often involve a number of contractors and subcontractors. One of the most important jobs of the construction manager is making certain everyone is doing quality work and not cutting any corners along the way.

Cost management. A good construction manager is constantly on top of costs and makes the necessary adjustments when unexpected complications or issues arise.

Safety management. Construction managers need to be able to identify and eliminate possible safety hazards for the good of everyone on the job site.

Contract administration. It is the job of the construction manager to ensure that every provision of the contract is being met and that all parties involved are happy.

Beyond everything else, construction managers need to keep all parties involved well informed throughout the whole project. It includes the client, the architect, and any contractor or subcontractor involved. If issues arrive, the manager must be in the position to deal with them immediately.

Exhibit C

Sample Scope of Services

The Scope of Work shall include the following and any ancillary services reasonably related to the

- Coordinate permits & entitlement processing, as needed
- Coordinate strategy with the appropriate municipal and government departments and other public officials in order to gain approvals, as needed
- Develop, maintain and update master Project schedule; review and report on schedule changes and update Client accordingly
- Develop, maintain and update master Project budget, including estimating, tracking expenditures, approving invoices for payment, and providing cost-to-completion estimates
- If requested by Client, design and publish RFP for construction services in connection with the rehabilitation of the existing school building Project
- Oversee and manage design team and general contractor and their respective performance both on the new construction project and the existing school building
- Project administration, including Client/architect/contractor meetings, shop drawing processing, requests for information, submittals and design team coordination
- Oversee implementation of cost-saving proposals, testing & inspection processes, and/or Client-directed and Client-approved changes to the design
- Provide reports reasonably required by Client, architect, state and public agencies and such other parties as may require them in order to successfully complete and fund the Project
- Initial coordination for start-up activities and site preparation, including utility will-serve letters, as needed
- Manage construction close-out, including punch list, and systems training
- Manage project close-out
- Coordinate move-in, if and as requested by Client

The Scope of Services does not include any service not clearly articulated above and the following:

- FF&E procurement
- Any zoning change work