



## Magnolia Public Schools

### Regular Board Meeting

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#### **Date and Time**

Thursday May 9, 2019 at 6:00 PM PDT

#### **Location**

MSA-7: 18355 Rosoe Blvd. Northridge, CA 91325

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Access to the Board Meeting: Any interested parties or community members from remote locations may attend the meeting at the following school sites or the addresses where the Board members are joining the meeting from:

By dialing into; 1.512.489.3100 Code: 1948435

- MSA-4 11330 W. Graham Pl., Los Angeles, CA 90064
- MSA-SA 2840 W. 1st., Santa Ana, CA 92703 (Mr. Shohrat Geldiyev)
- MSA-SD 6525 Estrella Ave. San Diego, CA 92120 (Dr. Salih Dikbas)
- 4701 Patrick Henry Dr. Bldg #25, Santa Clara, CA 95054 (Dr. Umit Yapanel)
- 1363 Ridgecrest Rd Pinole, CA 94564 (Mr. Serdar Orazov)
- 701 W. Baristo road, Palm Spring, CA 92262 (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  
Mr. Haim Beliak, Vice-Chair  
Dr. Umit Yapanel  
Mr. Serdar Orazov  
Dr. Salih Dikbas  
Ms. Diane Gonzalez  
Ms. Charlotte Brimmer  
Ms. Sandra Covarrubias  
Mr. Shohrat Geldiyev

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

Mr. Alfredo Rubalcava

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**Agenda**

	<b>Purpose</b>	<b>Presenter</b>	<b>Time</b>
<b>I. Opening Items</b>			<b>6:00 PM</b>
<b>A.</b> Call the Meeting to Order			1 m
<b>B.</b> Record Attendance and Guests			1 m
<b>C.</b> Pledge of Allegiance			1 m
<b>D.</b> Approval of Agenda	Vote		1 m
<b>E.</b> Public Comments			5 m
<b>F.</b> Communications: Board/Superintendent			5 m
<b>G.</b> Approval of April 11, 2019 Regular Board Meeting Minutes	Approve Minutes		1 m
Approve minutes for Regular Board Meeting on April 11, 2019			
<b>H.</b> Approval of April 11, 2019 Special Board Meeting Minutes	Approve Minutes		1 m
Approve minutes for Special Board Meeting on April 11, 2019			
<b>II. Consent Item</b>			<b>6:16 PM</b>
<b>A.</b> Approval of Updated Policy CSH 112	Vote	Finance Committee	1 m
<b>B.</b> Approval of Updated Policy PUR 102	Vote	Finance Committee	1 m
<b>III. Action Items</b>			<b>6:18 PM</b>
<b>A.</b> 2019-20 MPS School Site Classified Employees Pay Raise Schedule	Vote	Stakeholder Committee	15 m
<b>B.</b> Approval of ASES RFP for MSA 1 and MSA 3	Vote	Suat Acar	10 m
<b>IV. Information/Discussion Items</b>			<b>6:43 PM</b>
<b>A.</b> 2018-19 MPS Stakeholder Survey Reflections and Public Feedback to Inform LCAP	Discuss	Stakeholder Committee	10 m
<b>B.</b> Progress on Meeting Local Performance Indicators on the CA School Dashboard	Discuss	David Yilmaz	10 m
<b>C.</b> Update on SB 126 as it Relates to Magnolia Public Schools	Discuss	Alfredo Rubalcava	10 m
<b>D.</b> Review of Financial Actuals through March 21, 2019 and Updates on 2nd Interim Report	Discuss	Nanie Montijo	10 m
<b>E.</b> Facilities Updates	Discuss	Patrick Ontiveros	10 m
<b>F.</b> Discussion of MPS Preliminary Budget for 2019-20	Discuss	Nanie Montijo	15 m
<b>V. Closed Session Items</b>			<b>7:48 PM</b>
<b>A.</b> Public Announcement of Closed Session	FYI	Saken Sherkhanov	1 m
<b>B.</b> Conference with Legal Counsel- Anticipated Litigation- Four Matters	Discuss	Alfredo Rubalcava	45 m
<b>C.</b> Public Employment: Chief Executive Officer and Superintendent	Discuss	Saken Sherkhanov	15 m
<b>D.</b> Report Out From Closed Session	FYI	Saken Sherkhanov	1 m

**VI. Possible Action Items**

**8:50 PM**

- |                                                           |      |                  |      |
|-----------------------------------------------------------|------|------------------|------|
| <b>A.</b> Approval of Summer School Agreements            | Vote | Erdinc Acar      | 5 m  |
| <b>B.</b> Approval of CEO Metrics and Evaluation Measures | Vote | Saken Sherkhanov | 10 m |

**VII. Closing Items**

**9:05 PM**

- |                           |      |
|---------------------------|------|
| <b>A.</b> Adjourn Meeting | Vote |
|---------------------------|------|

# Cover Sheet

## Approval of April 11, 2019 Regular Board Meeting Minutes

**Section:** I. Opening Items  
**Item:** G. Approval of April 11, 2019 Regular Board Meeting Minutes  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for Regular Board Meeting on April 11, 2019

DRAFT



## Magnolia Public Schools

# Minutes

## Regular Board Meeting

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### Date and Time

Thursday April 11, 2019 at 6:00 PM

### Location

MSA-San Diego: 6525 Estrella Ave. San Diego, CA 92120

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Board Members who participated remotely attended from the following locations that remained open during the meeting:

- MSA-1 18238 Sherman Way Reseda, CA 91335
- MSA-6 3754 Dunn Dr., Los Angeles, CA 90034 (Dr. Saken Sherkhanov)
- MSA-SA 2840 W. 1st., Santa Ana, CA 92703 (Mr. Shohrat Geldiyev)
- 4701 Patrick Henry Dr. Bldg #25, Santa Clara, CA 95054 (Dr. Umit Yapanel)
- 1363 Ridgecrest Rd Pinole, CA 94564 (Mr. Serdar Orazov)
- 683 East Loyola Avenue, Carson, CA 90746 (Ms. Charlotte Brimmer)

### 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

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### Directors Present

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C. Brimmer (remote), S. Covarrubias, S. Dikbas, S. Geldiyev (remote), S. Orazov (remote), S. Sherkhanov (remote), U. Yapanel

### **Directors Absent**

D. Gonzalez, H. Beliak

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## **I. Opening Items**

### **A. Call the Meeting to Order**

S. Dikbas called a meeting of the board of directors of Magnolia Public Schools to order on Thursday Apr 11, 2019 @ 6:15 PM at MSA-San Diego: 6525 Estrella Ave. San Diego, CA 92120.

### **B. Record Attendance and Guests**

U. Yapanel, MPS Board Member, joined at 6:20pm.

### **C. Pledge of Allegiance**

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

### **D. Approval of Agenda**

S. Dikbas made a motion to approve the agenda with the removal of item III C Summer School Agreements.

S. Covarrubias seconded the motion.

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

### **E. Public Comments**

G. Serce, MSA- San Diego (MSA-SD) Principal, informed the board of the recent accomplishments MSA- SD has had and he thanked the board members for visiting his school. E. Acar, MPS Chief Academic Officer, gave a brief recap of the MPS wide STEAM Expo and informed them of its success. No other public comments were made.

### **F. Communications: Board/Superintendent**

A. Rubalcava, MPS CEO & Superintendent, thanked the board for their participation in MPS events in the last month. He explained at length the potential new senate bills that may take affect on January 1, 2020 and how these new regulations may effect the organization. This was all that was reported on from the CEO, the board did not report out on any item.

### **G. Award Recognition for MSA- San Diego from MPS Board of Directors**

A. Rubalcava, MPS CEO & Superintendent and S. Dikbas, MPS Board Member (San Diego representative), awarded MSA-San Diego a certificate on behalf of the MPS Board and MPS Home office for their extensive accomplishment in the 2018-19 school year.

### **H. Approval of March 21, 2019 Regular Board Meeting Minutes**

C. Brimmer, MPS Board Members, stated that the minutes had to reflect that she participated as a community member and non voting member.

U. Yapanel made a motion to approve minutes from the Regular Board Meeting on 03-21-19 with the requested amendment.

S. Dikbas seconded the motion.

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

**I. Approval of March 21, 2019 AdHoc Committee Meeting Minutes**

C. Brimmer, MPS Board Members, stated that the minutes had to reflect that she participated as a community member and non voting member.

U. Yapanel made a motion to approve minutes from the Facility AdHoc Committee Meeting on 03-21-19 with the requested amendment.

S. Dikbas seconded the motion.

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

**J. Approval of March 28, 2019 Special Board Meeting Minutes**

U. Yapanel made a motion to approve minutes from the Special Board Meeting on 03-28-19.

S. Dikbas seconded the motion.

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

**II. Consent Items**

**A. Adding Several Security Companies to the Approved Vendors List**

S. Acar, MPS Chief Operations Officer, explained item II A to the board. He stated that he was recommending that the board add the three (3) presented vendors to the approved vendor list given that these vendors are already working with the schools and are getting near the \$25,000 threshold. C. Brimmer, MPS Board Member, stated her concerns regarding the board report presented. She requested there to be additional information added and wanted to know the principals' role in choosing the vendors. There was a lengthy discussion on this item.

U. Yapanel made a motion to approve the below companies as approved vendors to provide security services to Magnolia Public Schools campuses; World Private Security, Inc. (Serving MSA 1 and MSA 2), Allied Nationwide Security Service, Centaur Security Services, Inc.

S. Orazov seconded the motion.

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

**Roll Call**

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

**B. Adding Several Transportation Companies to the Approved Vendors List**

A. Rubalcava, MPS CEO & Superintendent, gave a brief overview and stated that this approval was similar to item II A. He explained that the board would be approving vendors to be added to the approved vendors list.

U. Yapanel made a motion to approve the below companies as approved vendors to provide transportation services to Magnolia Public Schools campuses; Riders Express, Tumbleweed Transportation, American Transportation, Four Winds, JFK Transportation.

S. Covarrubias seconded the motion.

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

**Roll Call**

S. Dikbas Abstain

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

**III. Action Items**

**A. Approval to Authorize the Facility AdHoc Committee to Approve Change Orders for MSA-1**

P. Ontiveros, MPS General Counsel and Facilities Director, explained to the board that item III A and III B were a request to have the MPS Facilities Committee serve as an AdHoc Committee to give them authority to approve those 2 items.

U. Yapanel made a motion to appoint the MPS Facilities Committee as an Ad Hoc Committee with authority to approve Change Order Requests by Oltmans Construction Co. ("Oltmans") for the new construction being constructed at 18220 Sherman Way ("18220").

S. Sherkhanov seconded the motion.

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

**Roll Call**

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

**B. Approval to Authorize the Facility AdHoc Committee to Approve the Ordering of FF&E for MSA-1**

U. Yapanel made a motion to authorize and appoint the MPS Facilities Committee as an Ad Hoc Committee to approve MPS or MSA-1's purchase of FF&E to furnish the new high school building being constructed at 18220 Sherman Way ("18220").

S. Covarrubias seconded the motion.

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

**Roll Call**

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

**C. Approval of Summer School Agreements**

This item was removed from the agenda.



#### **IV. Information/Discussion Items**

##### **A. Financial Update- February 2019**

N. Montijo, MPS Chief Financial Officer, gave a brief overview of the February 2019 financials for all MPS.

##### **B. Facilities Updates**

P. Ontiveros, MPS General Counsel and Facilities Director, went over all the ongoing projects for all Magnolia Science Academies.

#### **V. Closed Session Items**

##### **A. Public Announcement of Closed Session**

U. Yapanel, MPS Board Member, informed the public that the board would be going

##### **B. Conference with Legal Counsel- Anticipated Litigation- Two Matters**

These items were discussed in Closed Session.

##### **C. Public Employment: Chief Executive Officer and Superintendent**

This item was discussed in Closed Session.

##### **D. Report Out From Closed Session**

S. Sherkanov, MPS Board Chair, announced in open session that the board decided to extend the Chief Executive Officer & Superintendent contract. The Board Chair will collect feedback to update the CEO Metrics to prepare a new contract. No other actions were taken.

#### **VI. Possible Action Items**

##### **A. Approval of CEO Metrics and Evaluation Measures**

This item was not voted on.

#### **VII. Closing Items**

##### **A. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 10:16 PM.

Respectfully Submitted,  
S. Sherkanov

# Cover Sheet

## Approval of April 11, 2019 Special Board Meeting Minutes

**Section:** I. Opening Items  
**Item:** H. Approval of April 11, 2019 Special Board Meeting Minutes  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for Special Board Meeting on April 11, 2019

DRAFT



## Magnolia Public Schools

# Minutes

## Special Board Meeting

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### Date and Time

Thursday April 11, 2019 at 6:00 PM

### Location

MSA San Diego: 6525 Estrella Ave., San Diego, CA 92120

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Board Members who joined remotely participated from the following locations that remained open for the meeting:

- MSA-1 18238 Sherman Way Reseda, CA 91335
- MSA-6 3754 Dunn Dr., Los Angeles, CA 90034 (Dr. Saken Sherkhanov)
- MSA-SA 2840 W. 1st., Santa Ana, CA 92703 (Mr. Shohrat Geldiyev)
- 1363 Ridgecrest Rd Pinole, CA 94564 (Mr. Serdar Orazov)
- 683 East Loyola Avenue, Carson, CA 90746 (Ms. Charlotte Brimmer)

### 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

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### Directors Present

C. Brimmer (remote), S. Covarrubias, S. Dikbas, S. Geldiyev (remote), S. Orazov (remote), S. Sherkhanov (remote), U. Yapanel

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**Directors Absent**

D. Gonzalez, H. Beliak

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**I. Opening Items**

**A. Call the Meeting to Order**

S. Dikbas called a meeting of the board of directors of Magnolia Public Schools to order on Thursday Apr 11, 2019 @ 6:15 PM at MSA San Diego: 6525 Estrella Ave., San Diego, CA 92120.

**B. Record Attendance and Guests**

U. Yapanel, MPS Board Member, joined the meeting at 6:20pm.

**C. Pledge of Allegiance**

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

**D. Approval of Agenda**

S. Dikbas made a motion to approve the agenda.  
S. Covarrubias seconded the motion.  
The board **VOTED** unanimously to approve the motion.

**E. Public Comments**

There were no public comments made on this agenda.

**II. Authorize the Facility Committee to Serve as an Ad Hoc Committee to Approve the Following Items**

**A. Removal and Replacement of the Existing Play Surfacing at MSA-7 and Selection of Contractor**

P. Ontiveros, MPS General Counsel and Facilities Director, explained to the board that item II A and II B were a request to have the MPS Facilities Committee serve as an AdHoc Committee and give them authority to approve these 2 items.

S. Dikbas made a motion to appoint the MPS Facilities Committee as an Ad Hoc Committee with authority to approve the removal and replacement of the existing play surfacing at MSA-7 and the selection of a contractor or vendor to do said work.

U. Yapanel seconded the motion.

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

**Roll Call**

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

**B. Work Order with LAUSD to Make Changes to the Fence at MSA-2 Located on the Birmingham Campus**

S. Dikbas made a motion to appoint the MPS Facilities Committee as an Ad Hoc Committee with authority to approve a work order with Los Angeles Unified School District to make certain upgrades and changes to the fence at MSA-2 located on the Birmingham Campus.

S. Covarrubias seconded the motion.

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

**Roll Call**

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

**III. Closing Items**

**A. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:27 PM.

Respectfully Submitted,  
U. Yapanel

# Cover Sheet

## Approval of Updated Policy CSH 112

**Section:** II. Consent Item  
**Item:** A. Approval of Updated Policy CSH 112  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** II A CSH 112.pdf



Board Agenda Item #	Agenda # II A- Consent Item
Date:	May 9, 2019
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Nanie Montijo, Chief Financial Officer; Patrick Ontiveros, General Counsel
RE:	Revision to Board Approved CSH112 Intra-Organization Receivables and Payables (Due to/Due From)

### **Proposed Board Recommendation**

I move that the board approve the proposed revision to CSH112 Intra-Organization Receivables and Payables (Due to/Due From).

### **Background**

Current CSH112 Intra-Organization Receivables and Payables (Due to/Due From) needs to reflect the same terminologies used in the FCMAT manual. This revision is to make CSH112 consistent with the language and terminologies currently being used in the FCMAT Manual.

### **Budget Implications**

No impact on the budget

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

Compliance with FCMAT Manual.

### **Name of Staff Originator:**

Nanie Montijo, Chief Financial Officer and Patrick Ontiveros, General Counsel

### **Attachments**

CSH112 Intra-Organization Receivables and Payables (Due to/Due From) -Revised

**SOP # CSH112 Revision: 2**  
**Effective Date:9/5/2017**

**Prepared by: Central Office**  
**Approved by: BOD**

**Title: CSH112 INTRA-ORGANIZATION RECEIVABLES AND PAYABLES (DUE TO/DUE FROM)**

**Policy:** To ensure that intra-organization transactions between individual charter schools and the central office are processed correctly

**Purpose:** To outline the practices for intra-organization transactions between individual charter schools and the central office

**Scope:** This applies to all charter schools operated by the Organization.

**Responsibilities:**

Chief Financial Officer is responsible for performing the intra-organization transactions with approval from the Board of Directors.

The Finance Department is responsible for alerting Back-office provider regarding intra-organization transactions. Back-office provider is responsible for recording it into the accounting system, and ensuring accuracy of fiscal year-end balances.

**Background:** Charter schools are highly dependent on government funding to operate. Government cuts and funding deferrals can result in cash shortages for schools. Therefore the need arises to allocate resources from other schools to cover any shortfall. It is necessary to correctly record transactions between the charter schools and the central office in order to properly determine each school's receivable/liability.

**Procedure:**

**1.0 INTRA-ORGANIZATION TRANSACTIONS**

**1.1** The Chief Financial Officer, with the support of the Finance Department and Back-office provider, monitors cash balances daily for the charter schools. When a charter school realizes a need for funds, the Chief Financial Officer will assess resource levels for the other schools as well as the central office. If the central office does not have sufficient funds to advance to the charter school requestor, at the discretion of the Chief Financial Officer, the Chief Financial Officer may transfer funds from a charter school with surplus funds into the central office. The Chief Financial Officer may then transfer funds to the charter school requestor from the central office. For policy regarding inter-account bank transfers, refer to **CSH108 INTER-ACCOUNT BANK TRANSFERS**.

**1.2** At the end of the fiscal year, each school's receivable or payable account will be reconciled in accordance with **G&A105 PERIOD-END REVIEW & CLOSING**. Once balances are reconciled, an agreement is prepared at the end of the fiscal year between each school and the central office to document the amount owed and repayment terms.



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 Accounting Policies, Procedures and Forms
 

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**Revision History:**

<b>Revision</b>	<b>Date</b>	<b>Description of changes</b>	<b>Requested By</b>
0	<b>2/14/13</b>	Initial Release	
1	11/12/15	Revision of responsibilities	Oswaldo Diaz, CFO
2	9/5/2017	Revision to clarify processes and positions	
3	5/9/2019	Revision to use terminologies consistent with FCMAT manual	N. Montijo, CFO

# Cover Sheet

## Approval of Updated Policy PUR 102

**Section:** II. Consent Item  
**Item:** B. Approval of Updated Policy PUR 102  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** II B PUR 102.pdf



Board Agenda Item #	Agenda # II B- Consent Item
Date:	May 9, 2019
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Nanie Montijo, Chief Financial Officer
RE:	Approval of PUR 102 General Purchasing

### **Proposed Board Recommendation**

I move that the Board approval of the revised General Purchasing Procedure (PUR 102) to comply with LAUSD recommendation.

### **Background**

The CSD recommends that MERF update its FPP's, to include the mandatory submission of itemized receipts to support all purchases.

### **Budget Implications**

No impact on the budget

### **Name of Staff Originator:**

Nanie Montijo, Chief Financial Officer and Cafer Turan Senior Financial Analyst

### **Attachments**

PUR 102 General Purchasing

Accounting Policies, Procedures and Forms

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**SOP # PUR102 Revision: 3****Prepared by: Central Office****Effective Date: 9/5/17****Approved by: BOD****Title: PUR102 GENERAL PURCHASING**

**Policy:** All purchases of goods and services shall be consistent with the Board-approved budget. The investment in supplies and capital equipment will be facilitated through the Purchasing Department, maintained at the lowest effective level and supervised consistent with a common set of procedures and controls as required by all regulatory and customer contract requirements.

**Purpose:** To outline the actions to be taken for 1) the procurement of supplies and capital equipment, 2) the completion of related documents.

**Scope:** This procedure applies to the purchase of all supplies and capital equipment for all departments within the Organization.

**Responsibilities:**

All personnel that require a product or service must complete a request in Purchasing Software specifying items for purchase and obtain required approvals.

Chief Financial Officer and the Finance Department are responsible for using good purchasing methods, optimizing price savings, quality or value of products, vendor working relationships, placing orders with approved suppliers, negotiating pricing with suppliers, and forwarding all paperwork to Back-office provider accounts payable for payment.

Back-office provider accounts payable is responsible for payment of invoices only after satisfactory completion or delivery of goods or services has been made.

The School Site Personnel and Other Designated Individuals are responsible for receiving, inspecting materials, and forwarding all paperwork to a designated agent at Back-office provider.

**Procedure:****1.0 ORDER DETERMINATION AND REQUISITION**

**1.1** Purchasing should obtain the optimal price for any purchases. All purchases above \$5,000 require at least 3 quotes to be obtained. Quotes may be submitted by the requestor, Controller or the Purchase Manager can obtain the 3 quotes. The quotes are entered into Purchasing Software along with evaluation and selection of the best option by the requestor. The Chief Financial Officer reviews the 3 quotes and forwards the recommendations to the Chief Executive Officer for final review and decision.

**1.2** For purchases of goods and supplies, a request in the Purchasing Software will be prepared by the originating individual or department. The Purchasing Software request should be completed

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 Accounting Policies, Procedures and Forms
 

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and approved with the following items and any additional supporting documentation:

- Complete description with part or model numbers and link to website if available
- Engineering drawings and specifications
- Type, Class, Grade required
- Quantity required
- Date required
- Requesting department, account code, and allowance/resource code
- Recommended vendor or source if applicable
- Other requirements
- Special shipping requirements
- Special inspection requirements upon receipt
- Itemized receipts

For the following purchases, additional information is required:

- Textbooks – Full ISBN
- Airline tickets - passenger(s) legal name(s), date of birth, gender, departure/arrival airport codes and exact dates
- Vehicle rentals - vehicle type, exact dates and exact pick up/drop off locations

**1.3** If the requisition is for subcontracted services:

- A complete description of the service to be performed
- Engineering drawings and specifications if appropriate
- Requirements for qualification of personnel
- Other documents such as insurance forms, etc.
- Quality standards to be applied

**1.4** Purchasing/Accounting will analyze terms, vendor, pricing, quantity breaks, etc., and will order accordingly in the Organization's best interest. Purchasing will notify the requester of any material variances prior to placement of the order.

**1.5** Reimbursements for purchases made by staff will be processed upon proper authorization through the Purchasing Software.

## **2.0 ORDER PLACEMENT**

**2.1** Requestor is responsible for completing a purchase order form for all orders. This can be processed through the Purchasing Software. Purchase orders are exempted for items such as salaries and related costs, utilities, and instate travel, or where a contract exists.

Accounting Policies, Procedures and Forms

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- 2.2** If there are any requirements for items to be inspected at the supplier's or the Organization's premises by the Organization or our customer, the arrangements and method of product release shall be included in the purchasing information.
- 2.4** Buyers must review their purchase orders for accuracy. The buyer submits their authorization through the Purchasing Software indicating the review was performed.
- 2.5** Orders can be placed with the vendor either by telephone, fax, internet or mail. When placing orders by telephone, the vendor contact and date of order should be noted and a confirming copy of the order sent to the vendor. Pre-approval for any purchase is always required.
- 2.6** Purchasing is responsible for communicating with those receiving the supplies, following-up on shipping, delivery, and expediting and partial shipments of ordered items. Purchasing can either telephone vendors or use a PUR102 Ex1 PURCHASE ORDER FOLLOW-UP form to verify, trace or expedite orders.
- 3.0 RECORDKEEPING AND MATCHING**
- 3.1** When Purchase Orders are issued, the Purchasing and Accounting copies will be placed in an Open File until the items are received. The Open File should be reviewed on a weekly basis to determine whether any orders need follow up.
- 3.2** Items will be received in accordance with procedure PUR103 RECEIVING AND INSPECTION. The completed vendor's packing list is kept at the site where the shipment was received.
- 3.4** For partial shipments, a note will be made in the Purchasing Software to identify the shipment as partially received. The original Purchase Order will be kept in the open file until all items are received.

**Revision History:**

<b>Revision</b>	<b>Date</b>	<b>Description of changes</b>	<b>Requested By</b>
0	2/14/13	Initial Release	
1	2/13/15	Segregation of duties and limits	Oswaldo Diaz, CFO
2	11/12/15	Inclusion of back-office provider service provider processes	Oswaldo Diaz, CFO
3	9/5/17	Revision to clarify processes and positions	
4	5/9/19	Revision to comply with LAUSD Oversight report recommendations	Nanie Montijo, CFO

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Accounting Policies, Procedures and Forms

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Accounting Policies, Procedures and Forms

PUR102 Ex1 PURCHASE ORDER FOLLOW-UP

To:

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

**Please rush a reply to us by fax or telephone on the information requested below. Thank you.**

Our Purchase Order #: \_\_\_\_\_

From:

Dated: \_\_\_\_\_

**Please Respond To Our Request As Indicated Below**

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

Can you ship in accordance with our requested date? \_\_\_\_\_

Please review attached and confirm accuracy of all information and prices. Acknowledge

These items are not taxable. Our Tax Exempt No. is \_\_\_\_\_

Please revise

Incorrect calculations on invoice noted. See attached and verify below. invoice.

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

**Comments or Reply:** \_\_\_\_\_

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



Accounting Policies, Procedures and Forms

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# Cover Sheet

## 2019-20 MPS School Site Classified Employees Pay Raise Schedule

**Section:** III. Action Items  
**Item:** A. 2019-20 MPS School Site Classified Employees Pay Raise  
Schedule  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** III A Classified Employees Pay Scale.pdf



Board Agenda Item #	Agenda # III A- Action Item
Date:	05.09.2019
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Suat Acar, COO
RE:	MPS School Site Classified Employees' Pay Raise Schedule for 2019-20

\*\* This item will be presented to the Stakeholder Committee May 7<sup>th</sup>.

Proposed Board Motion

I move that the board approves the Pay Raise Schedule of the hourly/annual gross rates of the MPS Classified employees as presented below.

Introduction

The Home Office plans to make the following increases to our classified employees (whose payroll codes are 2400 & 2900) based on performance ratings each employee gets after being evaluated by their direct supervisors (principals, deans, related home office staff). Each staff member will get the following performance evaluation ratings from their supervisors with respect to the MPS Generic Evaluation Form in Appendix 1:

- **Ineffective:** Employee does not meet expectations. Assigned a **1 out of 4** based on his/her overall evaluation. Employee will not be offered a renewal agreement for 2019-20.
- **Developing:** Employee has room for improvement. Assigned a **2 out of 4** based on his/her overall evaluation. Employee gets the **2.5% default raise** to the existing hourly or annual rate.
- **Effective:** Employee meets expectations. Assigned a **3 out of 4** overall based on his/her overall evaluation. Employee gets a 2.5% default increase plus 1.5% performance increase=**4% raise** to the existing hourly or annual gross rate.
- **Highly effective:** Employee exceeds expectations. Assigned a **4 out of 4** based on his/her overall evaluation. Employee gets a 2.5% default increase plus 3.5% performance increase=**6% raise** to the existing hourly or annual gross rate.

Below chart is the summary of the proposed raise schedule.

Evaluation	Ineffective	Developing	Effective	Highly effective
<b>Proposed</b>	Non-renewal	2.5% raise	4% raise	6% raise

## Background

Our nation experienced several school staff strikes throughout the 2018-19 school year. As a result of these strikes, the local school districts accepted significant levels of increases to the salaries, rates of their employees. MPS Board of Directors made a significant salary increase to the teaching, non-classroom based staff and school administrators during the March 2019 board Meeting. The Home Office also wants to acknowledge the hard working classified staff with the salary/rate increases they deserve.

## Analysis (If applicable)

The Consumer Price Index in the Appendix 2 (Department of Labor, Bureau of labor Statistics) reveals the average inflation rate for February 2019 (the price change in selected regions compared to 1 year prior to February 2019) in Los Angeles, Long Beach and Anaheim CA. MPS Home Office wants to make sure we make the bottom-line salary increases not less than the inflation rate as well as to honor the employees who meet and exceed the professional expectations set forth by their supervisors.

The additional 1.5% to effective staff members and 3.5% to highly effective staff members are proposed by home office to have a parallel way of appreciation to the board approved performance pays of teaching, non-classroom based staff & school leaders.

Below there are two charts. First one showing all the job titles, how many staff members exist, their part time or full time counts, average hourly rates MPS offered for 2018-19 school year and proposed increases based on the raise schedule in this document. The second one shows the estimated budget effects per site.

Some key notes from the charts:

- Per chart 1
  - currently there are 119 classified employees working in 10 MPS school sites.
  - 39 of them are part time and 80 of them are full time employees.
  - There are 33 different job titles/positions MPS used.
  - Average classified employee salary is \$20.22 per hour as of this fiscal year.
- Chart 2 shows the overall budget effect for the entire Magnolia Schools site by site.
  - *For the purpose of this analysis, all the classified employees are considered as highly effective staff members who will get 6% raise & as full time employees who will receive all the health and retirement benefits.*
  - By this way we aim to show the possible maximum budget effect over the 2019-20 budgets.
  - Per the chart 2 the overall effect of the proposed increases is (max) **\$361,136.61** across MPS.

<b>MPS FY 2019-20 CLASSIFIED EMPLOYEES' PAY RAISE SCHEDULE ANALYSIS</b>								
<b>CHART 1</b>								
		39	80	119	\$20.22	PROPOSED INCREASES		
	<b>Classified Job Title</b>	<b>PT</b>	<b>FT</b>	<b># of Emp.</b>	<b>Avg hourly rate</b>	<b>2.5% Inc.</b>	<b>4% Inc.</b>	<b>6% Inc.</b>
1	Administrative Assistant	1	9	10	\$21.31	\$21.84	\$22.16	\$22.59
2	After School - Event Coordinator	4	1	5	\$18.60	\$19.07	\$19.34	\$19.72
3	After School Supervisor	1	1	2	\$16.00	\$16.40	\$16.64	\$16.96
4	Behavior Intervention Specialist	0	1	1	\$19.13	\$19.61	\$19.90	\$20.28
5	Campus Aide	1	1	2	\$16.38	\$16.79	\$17.04	\$17.36
6	Campus Supervisor	1	1	2	\$18.50	\$18.96	\$19.24	\$19.61
7	Custodian	1	6	7	\$16.52	\$16.93	\$17.18	\$17.51
8	Custodian - Office Clerk	0	1	1	\$16.65	\$17.07	\$17.32	\$17.65
9	Custodian-landscaper-handyman	0	1	1	\$19.51	\$20.00	\$20.29	\$20.68
10	Ela - Ss- Intervention	1	0	1	\$16.00	\$16.40	\$16.64	\$16.96
11	Eld - English Title 1	0	1	1	\$20.00	\$20.50	\$20.80	\$21.20
12	It Assistant	0	1	1	\$28.75	\$29.47	\$29.90	\$30.47
13	It Manager	0	4	4	\$34.97	\$35.84	\$36.37	\$37.07
14	It Personnel	0	1	1	\$28.28	\$28.99	\$29.41	\$29.98
15	Janitor	0	1	1	\$17.32	\$17.75	\$18.01	\$18.36

16	Janitor At After School	1	0	1	\$16.00	\$16.40	\$16.64	\$16.96
17	Librarian	0	1	1	\$22.00	\$22.55	\$22.88	\$23.32
18	Nurse Aide/Attendance Clerk	0	1	1	\$16.32	\$16.73	\$16.97	\$17.30
19	Office Assistant	0	1	1	\$24.87	\$25.49	\$25.86	\$26.36
20	Office Clerk	2	6	8	\$18.45	\$18.91	\$19.19	\$19.56
21	Office Manager	0	9	9	\$22.27	\$22.83	\$23.16	\$23.61
22	PACE Coordinator	0	1	1	\$25.49	\$26.12	\$26.51	\$27.02
23	Parent Engagement Aide	0	1	1	\$24.00	\$24.60	\$24.96	\$25.44
24	Psychologist	2	1	3	\$41.88	\$42.93	\$43.56	\$44.39
25	Security Officer And Ases	0	1	1	\$23.44	\$24.03	\$24.38	\$24.85
26	Sped Aide	11	16	27	\$18.07	\$18.52	\$18.79	\$19.15
27	Sped Assistant	0	3	3	\$19.97	\$20.47	\$20.77	\$21.17
28	Sped Paraprofessional	2	3	5	\$20.70	\$21.22	\$21.53	\$21.94
29	Substitute	0	1	1	\$18.75	\$19.22	\$19.50	\$19.88
30	Teacher Aide	8	2	10	\$16.55	\$16.96	\$17.21	\$17.54
31	Teacher Assistant	2	2	4	\$17.62	\$18.06	\$18.32	\$18.68
32	Test Coordinator/Computer Lab	1	0	1	\$20.00	\$20.50	\$20.80	\$21.20
33	Title 1	0	1	1	\$26.00	\$26.65	\$27.04	\$27.56

**Assumptions\*\*:** 2080 annual hours, all employees considered full time, 30% health and retirement added

<b>CHART 2</b>	
<b>SCHOOL</b>	<b>BUDGET EFFECT</b>
MSA 1	\$60,499.62
MSA 2	\$30,445.39
MSA 3	\$32,023.81
MSA 4	\$23,745.80
MSA 5	\$29,318.78
MSA 6	\$11,386.00
MSA 7	\$45,107.59
MSA 8	\$36,279.86
MSA SA	\$65,396.54
MSA SD	\$26,933.22
<b>TOTAL</b>	<b>\$361,136.61</b>

### Budget Implications

- Amounts/ Funding Source:
  1. The salaries are budgeted under Payroll expenses.
  2. Funding Sources may be LCFF or restricted funds such as special education federal or state funds.
  3. All of the MPS school budgets (except MSA 3) are prepared considering the possible maximum 6% increase across all classified employees. Therefore, schools are ready for these increases.
    - a. MSA 3 considered 4% increase for all of its employees and will act respectively. The chart-2 dollar amount for MSA 3 is calculated with respect to 4% increases.
- CFO Review: Approved

### Exhibits (attachments):

- Appendix 1: Generic MPS Staff Evaluation Form
- Appendix 2: The Consumer Price Index in the Appendix 2 (Department of Labor, Bureau of labor Statistics) reveals the average inflation rate for February 2019 (the price change in selected regions compared to 1 year prior to February 2019) in Los Angeles, Long Beach and Anaheim CA

MPS GENERIC EMPLOYEE EVALUATION SUMMARY PAGE

**Employee Information:**

Name: \_\_\_\_\_ School: \_\_\_\_\_  
 Present School Assignment: \_\_\_\_\_ Years at School: \_\_\_\_\_

Ratings of Employee Performance on the MPS Core Value Areas		
1: Below Standard, 2: Approaches Standard, 3: Meets Standard, 4: Exceeds Standard		
Area	Rating: (1-4)	
EXCELLENCE	1. Effectiveness	
	2. Efficiency	
	3. Ethics & Professionalism	
	4. Professional Growth	
INNOVATION	5. Information Literacy & Technology Skills	
	6. Critical Thinking & Problem Solving	
	7. Initiative & Creativity	
CONNECTION	8. Communication	
	9. Collaboration & Collegiality	
	10. Community & External Context	
<b>(A) Total:</b>		

Student, Parent, and Staff Voices		
(Score: 1-5 each)		
Voices	Score: (1-5)	
Student Voices		
Parent Voices		
Staff Voices		
<b>(B) Total:</b>		

Student Performance		
Student performance score as explained in the evaluation protocol <b>(Out of 20 points)</b>		
<b>(C) Total:</b>		

Employee's Overall Performance (Out of 100%)	
$(65/40) \times A + B + C =$	

Employee's Overall Evaluation Rating (1-4)		
<input type="checkbox"/>	Highly Effective (HE)	85% - 100%
<input type="checkbox"/>	Effective (E)	65% - 84%
<input type="checkbox"/>	Developing (D)	50% - 64%
<input type="checkbox"/>	Ineffective (I)	Less than 50%

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

**Note:** Employee's signature on this form represents neither acceptance nor approval of the evaluation. It does, however, indicate that the employee has reviewed the evaluation with the evaluator and may reply in writing. The signature of the evaluator verifies that the evaluation has been reviewed and the proper process has been followed according to the MPS Generic Employee Evaluation Protocol.



# NEWS RELEASE

## BUREAU OF LABOR STATISTICS

U. S. D E P A R T M E N T O F L A B O R



**For Release: Tuesday, March 12, 2019**

**19-364-SAN**

WESTERN INFORMATION OFFICE: San Francisco, Calif.

Technical information: (415) 625-2270 BLSinfoSF@bls.gov www.bls.gov/regions/west

Media contact: (415) 625-2270

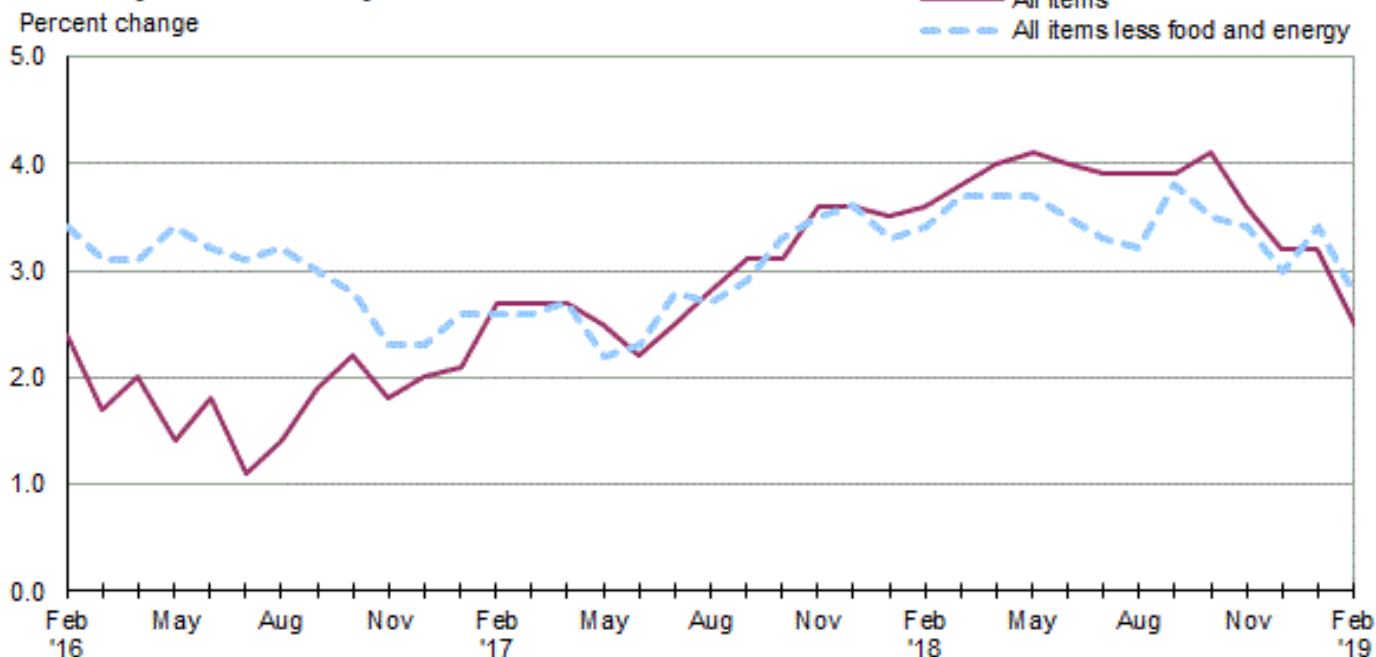
### Consumer Price Index, Los Angeles area – February 2019

**Area prices were up 0.1 percent over the past month, up 2.5 percent from a year ago**

Prices in the Los Angeles area, as measured by the Consumer Price Index for All Urban Consumers (CPI-U), edged up 0.1 percent in February, the U.S. Bureau of Labor Statistics reported today. (See table A.) Assistant Commissioner for Regional Operations Richard Holden noted that the February increase was influenced by higher prices for shelter and gasoline. (Data in this report are not seasonally adjusted. Accordingly, month-to-month changes may reflect seasonal influences.)

Over the last 12 months, the CPI-U increased 2.5 percent. (See [chart 1](#) and [table A](#).) Energy prices declined 0.4 percent, largely the result of a decrease in the price of gasoline. The index for all items less food and energy advanced 2.8 percent over the year. (See [table 1](#).)

**Chart 1. Over-the-year percent change in CPI-U, Los Angeles-Long Beach-Anaheim, CA, February 2016–February 2019**



Source: U.S. Bureau of Labor Statistics.

#### Food

Food prices were unchanged for the month of February. (See [table 1](#).) Prices for both food at home and food away from home were unchanged for the same period.

Over the year, food prices advanced 2.3 percent. Prices for food away from home advanced 4.5 percent since a year ago, while prices for food at home were virtually unchanged.

### Energy

The energy index crept up 0.1 percent over the month. The increase was mainly due to higher prices for gasoline (1.1 percent). Prices for electricity were unchanged, while prices for natural gas service declined 5.8 percent for the same period.

Energy prices declined 0.4 percent over the year, largely due to lower prices for gasoline (-2.5 percent). Prices paid for natural gas service rose 9.7 percent, and prices for electricity advanced 1.1 percent during the past year.

### All items less food and energy

The index for all items less food and energy edged up 0.1 percent in February. Higher prices for other goods and services (0.6 percent) and shelter (0.3 percent) were partially offset by lower prices for recreation (-1.7 percent) and apparel (-1.5 percent).

Over the year, the index for all items less food and energy advanced 2.8 percent. Components contributing to the increase included shelter (5.1 percent) and education and communication (1.6 percent). Partly offsetting the increases were price declines in apparel (-3.8 percent) and recreation (-2.0 percent).

**Table A. Los Angeles-Long Beach-Anaheim, CA, CPI-U 1-month and 12-month percent changes, all items index, not seasonally adjusted**

Month	2015		2016		2017		2018		2019	
	1-month	12-month	1-month	12-month	1-month	12-month	1-month	12-month	1-month	12-month
January.....	-0.3	-0.1	0.7	3.1	0.9	2.1	0.8	3.5	0.7	3.2
February.....	0.7	0.1	0.0	2.4	0.6	2.7	0.7	3.6	0.1	2.5
March.....	1.0	0.5	0.3	1.7	0.3	2.7	0.4	3.8		
April.....	-0.1	0.5	0.2	2.0	0.2	2.7	0.4	4.0		
May.....	1.0	1.1	0.5	1.4	0.3	2.5	0.4	4.1		
June.....	-0.3	0.8	0.1	1.8	-0.2	2.2	-0.2	4.0		
July.....	0.7	1.4	0.0	1.1	0.3	2.5	0.2	3.9		
August.....	-0.3	1.1	0.0	1.4	0.3	2.8	0.2	3.9		
September.....	-0.4	0.7	0.2	1.9	0.4	3.1	0.5	3.9		
October.....	0.2	1.0	0.4	2.2	0.4	3.1	0.5	4.1		
November.....	0.0	1.6	-0.4	1.8	0.1	3.6	-0.3	3.6		
December.....	-0.1	2.0	0.0	2.0	0.0	3.6	-0.3	3.2		

**The March 2019 Consumer Price Index for the Los Angeles-Long Beach-Anaheim area is scheduled to be released on April 10, 2019.**

### Consumer Price Index Geographic Revision for 2018

In January 2018, BLS introduced a new geographic area sample for the Consumer Price Index (CPI). As part of the new sample, Los Angeles and Riverside have separate indexes. Additional information on the geographic revision is available at: [www.bls.gov/cpi/additional-resources/geographic-revision-2018.htm](http://www.bls.gov/cpi/additional-resources/geographic-revision-2018.htm).

## Technical Note

The Consumer Price Index (CPI) is a measure of the average change in prices over time in a fixed market basket of goods and services. The Bureau of Labor Statistics publishes CPIs for two population groups: (1) a CPI for All Urban Consumers (CPI-U) which covers approximately 93 percent of the total population and (2) a CPI for Urban Wage Earners and Clerical Workers (CPI-W) which covers 29 percent of the total population. The CPI-U includes, in addition to wage earners and clerical workers, groups such as professional, managerial, and technical workers, the self-employed, short-term workers, the unemployed, and retirees and others not in the labor force.

The CPI is based on prices of food, clothing, shelter, and fuels, transportation fares, charges for doctors' and dentists' services, drugs, and the other goods and services that people buy for day-to-day living. Each month, prices are collected in 75 urban areas across the country from about 5,000 housing units and approximately 22,000 retail establishments--department stores, supermarkets, hospitals, filling stations, and other types of stores and service establishments. All taxes directly associated with the purchase and use of items are included in the index.

The index measures price changes from a designated reference date (1982-84) that equals 100.0. An increase of 16.5 percent, for example, is shown as 116.5. This change can also be expressed in dollars as follows: the price of a base period "market basket" of goods and services in the CPI has risen from \$10 in 1982-84 to \$11.65. For further details see the CPI home page on the Internet at [www.bls.gov/cpi](http://www.bls.gov/cpi) and the BLS Handbook of Methods, Chapter 17, The Consumer Price Index, available on the Internet at [www.bls.gov/opub/hom/homch17\\_a.htm](http://www.bls.gov/opub/hom/homch17_a.htm).

In calculating the index, price changes for the various items in each location are averaged together with weights that represent their importance in the spending of the appropriate population group. Local data are then combined to obtain a U.S. city average. Because the sample size of a local area is smaller, the local area index is subject to substantially more sampling and other measurement error than the national index. In addition, local indexes are not adjusted for seasonal influences. As a result, local area indexes show greater volatility than the national index, although their long-term trends are quite similar. **NOTE: Area indexes do not measure differences in the level of prices between cities; they only measure the average change in prices for each area since the base period.**

The Los Angeles-Long Beach-Anaheim metropolitan area covered in this release is comprised of Los Angeles and Orange Counties in the State of California.

Information in this release will be made available to sensory impaired individuals upon request. Voice phone: (202) 691-5200; Federal Relay Service: (800) 877-8339.

**Table 1. Consumer Price Index for All Urban Consumers (CPI-U): Indexes and percent changes for selected periods Los Angeles-Long Beach-Anaheim (1982-84=100 unless otherwise noted)**

Item and Group	Indexes			Percent change from-		
	Dec. 2018	Jan. 2019	Feb. 2019	Feb. 2018	Dec. 2018	Jan. 2019
<b>Expenditure category</b>						
All items .....	267.631	269.468	269.608	2.5	0.7	0.1
All items (1967=100) .....	790.700	796.129	796.542	-	-	-
Food and beverages .....	261.875	263.128	263.133	2.2	0.5	0.0
Food .....	262.476	263.610	263.672	2.3	0.5	0.0
Food at home .....	254.461	253.860	253.890	0.1	-0.2	0.0
Cereals and bakery products .....	267.239	266.787	265.333	2.7	-0.7	-0.5
Meats, poultry, fish, and eggs .....	280.729	273.811	276.038	1.2	-1.7	0.8
Dairy and related products .....	242.143	241.170	246.272	2.3	1.7	2.1
Fruits and vegetables .....	336.731	339.832	333.006	-4.0	-1.1	-2.0
Nonalcoholic beverages and beverage materials(1) .....	260.932	265.622	270.972	5.6	3.8	2.0
Other food at home .....	197.268	197.640	195.949	-2.9	-0.7	-0.9
Food away from home .....	267.322	270.248	270.343	4.5	1.1	0.0
Food away from home .....	267.322	270.248	270.343	4.5	1.1	0.0
Alcoholic beverages .....	237.875	240.653	239.892	1.6	0.8	-0.3
Housing .....	306.739	309.193	309.497	4.6	0.9	0.1
Shelter .....	353.056	355.952	356.982	5.1	1.1	0.3
Rent of primary residence(2) .....	374.865	375.935	377.425	5.5	0.7	0.4
Owners' equiv. rent of residences(2)(3) .....	367.831	369.294	371.743	5.2	1.1	0.7
Owners' equiv. rent of primary residence(1)(2) .....	367.809	369.273	371.721	5.2	1.1	0.7
Fuels and utilities .....	329.083	328.241	325.201	2.8	-1.2	-0.9
Household energy .....	284.067	282.486	278.269	3.3	-2.0	-1.5
Energy services(2) .....	282.974	281.164	276.771	3.3	-2.2	-1.6
Electricity(2) .....	319.592	317.874	317.998	1.1	-0.5	0.0
Utility (piped) gas service(2) .....	245.309	243.082	229.026	9.7	-6.6	-5.8
Household furnishings and operations .....	118.987	120.705	119.497	1.5	0.4	-1.0
Apparel .....	103.518	108.962	107.306	-3.8	3.7	-1.5
Transportation .....	209.970	209.141	210.461	-0.1	0.2	0.6
Private transportation .....	208.021	206.710	207.378	0.3	-0.3	0.3
New and used motor vehicles(4) .....	91.518	92.091	91.772	-1.0	0.3	-0.3
New vehicles(1) .....	170.223	171.896	170.073	-0.1	-0.1	-1.1
Used cars and trucks(1) .....	266.041	267.062	267.527	0.5	0.6	0.2
Motor fuel .....	264.008	253.550	256.316	-2.5	-2.9	1.1
Gasoline (all types) .....	257.773	247.517	250.262	-2.5	-2.9	1.1
Gasoline, unleaded regular(4) .....	258.279	247.851	250.628	-2.6	-3.0	1.1
Gasoline, unleaded midgrade(4)(5) .....	248.378	238.913	241.180	-2.2	-2.9	0.9
Gasoline, unleaded premium(4) .....	245.834	236.805	239.351	-2.4	-2.6	1.1
Motor vehicle insurance(1) .....	774.857	774.857	774.857	3.6	0.0	0.0
Medical care .....	474.709	481.041	482.174	1.5	1.6	0.2
Recreation(6) .....	107.717	107.787	105.914	-2.0	-1.7	-1.7
Education and communication(6) .....	146.245	146.179	146.560	1.6	0.2	0.3
Tuition, other school fees, and child care(1) .....	1,893.973	1,893.973	1,893.391	6.6	0.0	0.0
Other goods and services .....	429.497	432.648	435.395	2.1	1.4	0.6
<b>Commodity and service group</b>						
All items .....	267.631	269.468	269.608	2.5	0.7	0.1
Commodities .....	180.223	181.312	180.663	0.0	0.2	-0.4
Commodities less food & beverages .....	137.783	138.740	137.885	-1.6	0.1	-0.6
Nondurables less food & beverages .....	185.434	186.137	184.882	-2.3	-0.3	-0.7
Durables .....	91.550	92.675	92.194	-0.5	0.7	-0.5

Note: See footnotes at end of table.

**Table 1. Consumer Price Index for All Urban Consumers (CPI-U): Indexes and percent changes for selected periods Los Angeles-Long Beach-Anaheim (1982-84=100 unless otherwise noted) - Continued**

Item and Group	Indexes			Percent change from-		
	Dec. 2018	Jan. 2019	Feb. 2019	Feb. 2018	Dec. 2018	Jan. 2019
Services.....	345.417	347.919	348.755	3.7	1.0	0.2
<b>Special aggregate indexes</b>						
All items less medical care .....	258.561	260.220	260.322	2.6	0.7	0.0
All items less shelter.....	230.095	231.460	231.196	0.8	0.5	-0.1
Commodities less food .....	142.134	143.151	142.287	-1.5	0.1	-0.6
Nondurables .....	224.768	225.740	225.033	0.1	0.1	-0.3
Nondurables less food.....	190.821	191.646	190.401	-2.0	-0.2	-0.6
Services less rent of shelter(3).....	343.732	345.710	346.278	1.7	0.7	0.2
Services less medical care services.....	333.981	336.054	336.890	3.9	0.9	0.2
Energy .....	272.892	265.455	265.805	-0.4	-2.6	0.1
All items less energy .....	269.401	271.869	271.996	2.7	1.0	0.0
All items less food and energy .....	270.898	273.579	273.716	2.8	1.0	0.1

## Footnotes

(1) Indexes on a December 1977=100 base.

(2) This index series was calculated using a Laspeyres estimator. All other item stratum index series were calculated using a geometric means estimator.

(3) Indexes on a December 1982=100 base.

(4) Special index based on a substantially smaller sample.

(5) Indexes on a December 1993=100 base.

(6) Indexes on a December 1997=100 base.

- Data not available

NOTE: Index applies to a month as a whole, not to any specific date.

# Cover Sheet

## Approval of ASES RFP for MSA 1 and MSA 3

**Section:** III. Action Items  
**Item:** B. Approval of ASES RFP for MSA 1 and MSA 3  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** III B ASES Winning Bid.pdf



Board Agenda Item #	Agenda # III B- Action Item
Date:	05.09.2019
To:	Magnolia Public Schools Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Suat Acar, COO
RE:	ASES Subcontractor RFP for MSA 1 (only) Winning bid

### Proposed Board Motion

I move that the board approves the Youth Policy Institute (YPI) as the new vendor to provide after school services to Middle School of **MSA 1** using the ASES After school grant monies.

### Introduction

Magnolia Public Schools (MPS) currently runs After School Education and Safety (ASES) Programs at five campuses (MSA-1, MSA-3, MSA-5, MSA-7, MSA-8, MSA Santa Ana, MSA San Diego). Each after school program has the ability to serve approximately 50 to 500 students, depending on the size of the school, and is open from the time school ends until 6:00 p.m. No before school. Students participating in the after school program receive both academic assistance and enrichment activities such as computer training, homework assistance, athletics, and college preparation counseling.

The after school programs are offered at no cost to school families and each student is provided with a nutritious snack daily. MPS is accepted all bids from qualified organizations for MSA 1 & MSA 3 to administer the after school program for the 2019-20 academic year. MSA 1 & MSA 3 principals were set free to continue with a vendor or run their own in-house programs. In case the school selects a vendor for 2019-20 school year and they are pleased with the quality of service they receive then the school can extend the contract for an additional school year. School will notify the subcontractor within the last 30 calendar days of the school year for extending the contract for an additional school year.

### **ABOUT THE After School Education & Safety Program (ASES)**

ASES Grant provides funds to schools and districts that collaborate with community partners to provide safe and educationally enriching alternatives for children and youths during non-school hours. Please [click here](#) to learn more about the ASES grant.

### **ABOUT THE MSA 1 & MSA 3 AFTER SCHOOL PROGRAM**

This RFP aimed to see our options to find a subcontractor to run the ASES After School Programs of **MSA 1 at Reseda and/or MSA 3 at Carson**. The programs will solely depend on the availability of the ASES grants for MSA 1 and MSA 3. In case of any kind of unavailability of ASES funds for these sites, then the MPS can terminate the contract(s) signed for running the ASES After School Programs immediately up on the ASES funds being cut off.

#### **MSA 1**

MSA 1 currently serves 600+ students 6<sup>th</sup> through 12<sup>th</sup> grade. MSA 1 currently runs a construction project on the adjacent land which will enable the school to serve up to 900+ students starting from 2019-20 school year. Based on the historical data 60% of MSA 1 students make up the middle school student body who will benefit from ASES after school services.

#### **MSA 3**

MSA 3 currently serves 500+ students 6<sup>th</sup> through 12<sup>th</sup> grade. Based on the historical data 60% of MSA 3 students make up the middle school student body who will benefit from ASES after school services. School is collocated with Curtiss Middle School of LAUSD.

#### **Program Goals**

MPS' overarching goal is to ensure that our students are college ready, college bound. Our after school program partnership is being planned to establish the focus on college preparation through academic and enrichment supports. Our after school programs are open and free for all of our students. MPS partners with the ASES program to close gaps in academic achievement and motivate our students to succeed. In order to reach this goal, MPS targets after school program enrollment on students currently performing at the Basic or Below Basic level on state standardized tests. The after school program should further this goal through three primary structures: homework support, a daily intervention or skill-building lesson, and enrichment activities.



Homework support is included as a way of ensuring alignment between the school's daily grade-level and content instruction and the after school program. This is also a time when students are taught good study habits which are modeled and reinforced so that over time, they increase their independence and prepare for the rigor of independent college-level assignments. In order to align the academic support provided in the after school program and the content taught during the school day, MPS will share quarterly benchmark data and ongoing assessment results with after school program coordinators. The after school program should use the data to implement a systematic, structured approach to meet the needs of students who struggle with mathematics, reading and English language development.

Given the high levels of enrollment of English Language Learners and in particular considering the impact of their language development on their overall academic success, the after school program should incorporate enrichment activities designed to enhance the language development of students as well as integrate the arts, technology and fitness. The purpose of enrichment is to foster students' abilities to develop problem-solving skills, flexibility, creativity, cooperation, persistence and responsibility in an environment that is geared towards building self-confidence. We know that in order for our students to sustain their motivation and find success in the face of challenges en route to and in college, they need to have a strong sense of self. This includes having confidence in their academics and developing a range of skills. Students enrolled in our after school program should have the opportunity to participate in a variety of enrichment programs to define their passions and expand their knowledge.

To be able to run all the programs mentioned herein, the bidders were required to make sure there is a reasonable staff to student ratio and there are separate administrative personnel not providing instruction to the students in the after school program.

### **PROPOSED PROGRAM CONTENT REQUESTED FROM BIDDERS**

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

#### **§ Scholarship**

Scholarship is the desire to pursue knowledge and excellence and to contribute original and provocative ideas in a learning environment, in diverse settings, and as a catalyst to future

academic knowledge. We foster scholarship through project based learning using a constructivist approach, student portfolios, assessments of and for learning and academic discourse and argumentative writing. Scholars learn where and how to access the needed information to advance their academic pursuits and societal contributions.

### **§ Innovation**

Students will have the freedom to choose how and what they learn. Flexible scheduling, early identification of learning styles, personalities, interest and career plans will support students' college and career readiness. This will include student participation in their four-year plans, after school enrichment programs, STEAM program choice options, adaptive assessments and blended learning strategies, differentiated instruction and differentiated and adaptive assessments.

### **§ Connection**

School communities are integrated partnerships with the school site staff, families, students and all other stakeholders. This sense of connection creates a safe place for all learners and stakeholders to affirm individual strengths, celebrate character, provide academic support through mentorship and internship, promote unity and better decision making through the implementation of restorative justice practices. Additionally, community cultivates identity and gives each member a sense of belonging and pride. MPS utilizes home visits, student surveys, field trips, life skills classes and coaching to support our overall community-based goals. We work with community partners to establish mentoring relationships and other social capital to support our students' development of personal and academic networks for long term resilience and connection.

### **§ Literacy**

MPS students develop strong foundations in literacy. Students learn to select books at their level on an A-Z scale that they can independently comprehend. The after school program facilitators will be trained in and given access to the school library where students can find books already sorted into these different levels.

The primary goal of our reading program is to encourage students to value reading as a source of information and to develop as life-long readers for both academic and personal pursuits. In the after school program all students should be given the opportunity to choose literature and topics they find meaningful and interesting.

## **§ Arts**

The incorporation of visual and performing arts into the curriculum during and after school exposes students to different art forms and encourages them to appreciate art as a form of communication and to express ideas with proficiency and effectiveness.

The arts component for the after school program should be aligned with the Common Core standards. MPS is committed, through instruction and exploration, to providing students with many artistic avenues for creative self-expression. The curriculum should allow students to channel emotions into creative forms, with the objective of instilling value and lifelong pursuit of the arts into students as well as tolerance and respect for diversity.

Specific learning visual design: By engaging in visual and performing arts, students will enhance their knowledge of core academic subjects, such as language arts and social studies, apply critical thinking skills and acquire artistic skill and style.

## **§ Technology**

MPS seeks to improve the literacy skills of its student population through technological access, which is found to have a critical link to literacy development. Working towards our mission and vision, students have equal access to information, to other people, and to other resources through greater access to technology. MPS seeks the inclusion of VEX Robotics, Lego Robotics etc. as part of the offered clubs.

## **§ Physical Fitness**

The goal for the physical fitness curriculum is to promote healthy lifestyles among students and to reinforce cooperation and good sportsmanship. Activities should be organized to cover the following strands from the physical education standards: movement skills and knowledge, self-image and personal development, and social development. The educational enrichment component of the program should also continue to offer quality programs such as those we have already established (chess, drama, soccer, karate, martial arts, urban art, and various sports), and offer more targeted English Language Learner programs and other high interest programs that will enrich the lives of our students.

## Analysis (If applicable)

The evaluation committee meeting took place on April 30, 2019 as mentioned in the posted RFP timeline ([the link](#) to the posted RFP). The evaluation committee consisted the following MPS Staff:

Suat Acar, COO

Mustafa Sahin, MSA 1 Principal

Shandrea Daniel, MSA 3 Principal

Meeting started at 12:30PM on April 30, 2019.

Team went over the 2 RFP responses sent by the “YPI” and the “arc” companies within the RFP timeline. No other response has been received. Responses of the YPI and arc seem to be similar in many aspects such as number of staff to be used because they are going to use the same amount of funding for each school expected to be received for 2019-20 school year. The academic and extracurricular support structures of these two companies are well known by the two principals because they both worked/have been working with both companies for several years.

Team mentioned that there are 3 options to go with:

1. In-housing the ASES After school programs (for MSA 3 because they are working with a vendor now. MSA 1 already runs its own program for this school year)
2. Switch to a vendor (for MSA 1 because they run an in-house program. MSA 3 already uses arc)
3. Switch to a new vendor (for MSA 3, because they already have a vendor and may want to try another vendor)

Decisions:

- Mustafa mentioned he does not want to run an in-house program anymore. He mentioned that that he wants to deal with only 1 company instead of 2. Therefore, he selected YPI.
- Shandrea mentioned that she already works with arc and does not want to work with another vendor at this point. Therefore, MSA 3 will run its own in-house program for 2019-20 school year.

Conclusion:

Team proposes move the board to award **the YPI** to run the MSA 1 ASES Middle School Grant driven after school program for 2019-20 school year.

Award is only for MSA 1. MSA 3 does not want to continue with any of the 2 responding vendor.

Budget Implications

- Amounts/ Funding Source: The funding source for this program is the ASES Grant monies MSA 1 will receive for 2019-20 school year. The expected ASES funds for 2019-20 school is \$109,513.40. All the funds will be paid to the vendor throughout the 2019-20 school year upon completion of tasks.
- CFO Review: Pending

Exhibits (attachments):

- Appendix items: None

# Cover Sheet

## 2018-19 MPS Stakeholder Survey Reflections and Public Feedback to Inform LCAP

**Section:** IV. Information/Discussion Items  
**Item:** A. 2018-19 MPS Stakeholder Survey Reflections and Public Feedback to Inform LCAP  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** IV A MPS Stakeholder Survey Reflections.pdf



Board Agenda Item #	IV A – Discussion Item
Date:	May 9, 2019
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	David Yilmaz, Chief Accountability Officer
RE:	2018-19 MPS Stakeholder Survey Reflections and Public Feedback to Inform LCAP

\*\*\* This item will be reviewed by the Stakeholder Committee 5/7/19

### Proposed Board Recommendation

Information/Discussion Item

### Background

#### ***Annual Stakeholder Surveys***

MPS annually conducts student, parent, and staff surveys to improve our stakeholders' school experience. Conducting such stakeholder surveys is an essential part of MPS' LCAP development process. State priority 6 under LCFF asks the schools to set annual measurable outcomes about school climate:

**School climate:** pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

MPS uses the *Panorama Education* online platform to conduct stakeholder surveys and analyze results. Our students and staff complete the survey online while parents have access to both online and paper surveys, in English and Spanish.

The survey questions were developed by WestEd for the California Department of Education and are used by the CORE Districts. The CORE Districts are situated in Fresno, Garden Grove, Long Beach, Los Angeles, Oakland, Sacramento, San Francisco and Santa Ana. Using the same survey enables MPS to compare its results with the average results of the CORE Districts.

Our typical timeline for stakeholder survey implementation is January through mid-February, with the intent to receive results by the end of February so that we can analyze the results in March to inform our LCAP and budget development. The survey questions use Likert-type scale to measure school experience in eight topics for

students (Topics 1-8) and four topics for parents and staff (Topics 1-4). Each topic has multiple questions that allow us to further analyze why a certain topic is rated relatively high or low. Following are the topics:

Topic 1:	Climate of Support for Academic Learning
Topic 2:	Knowledge and Fairness of Discipline, Rules and Norms
Topic 3:	Safety
Topic 4:	Sense of Belonging (School Connectedness)

In addition to the CORE Districts survey questions, MPS also asks our stakeholders an overall school experience question to measure stakeholders’ overall satisfaction with the school.

Overall School Experience:

- **Overall, I am satisfied and would recommend this school to other students.**
- **Overall, I am satisfied and would recommend this school to other parents.**
- **Overall, I am satisfied and would recommend this school to other educators.**

To further engage our stakeholders in the evaluation of their experience MPS also asks three open-ended free-response questions:

- 1) WHAT DO YOU LIKE BEST ABOUT YOUR SCHOOL?
- 2) WHAT DO YOU LIKE LEAST ABOUT YOUR SCHOOL?
- 3) WHAT IS ONE SUGGESTION YOU WOULD LIKE TO OFFER TO IMPROVE YOUR SCHOOL?

***School Leaders’ Reflections***

School leadership teams and the Home Office read all free-responses, summarize major findings and recommendations by the stakeholders, and consider all the feedback to create action steps for school improvement. The c-team reviews the findings with each school leadership team based on a protocol (see attachment). School leadership teams are then held accountable for sharing the survey results and findings with their stakeholders at their site (teachers, parents, etc.) and developing an action plan for improvement.

Each school leadership team has been asked to write a reflection on the survey results and findings that identifies their greatest progress, greatest needs, and ways to improve so that we can maintain and improve educational quality of our schools on an ongoing basis. The teams have completed their reflections and are ready to present it to the stakeholders committee/board as part of the LCAP development process.



Budget Implications

N/A

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

N/A

Name of Staff Originator:

David Yilmaz, Chief Accountability Officer

Exhibits (Attachments):

- MPS Stakeholder Survey Reflection Protocol
- MPS Stakeholder Survey Reflections – 2018-19 (one for each MPS)

**MPS STAKEHOLDER SURVEY REFLECTION PROTOCOL****Survey Operations:**

	Annual Stakeholder Survey ( <i>Student, Family, Staff</i> )	Student SEL Survey - Fall	Student SEL Survey - Spring
Dates:	January 20 - February 14 (2020)	October 7 - October 25 (2019)	March 9 - March 27 (2020)
Duration:	4 weeks	3 weeks	3 weeks
Leads for Survey Operations:	Student: <b>Dr. Lopez</b> Family & Staff: <b>T. Velazquez</b> (shipment, roster updates, etc.) Data Upload: <b>I. Ozkay</b>	<b>Dr. Lopez</b> Data Upload: <b>I. Ozkay</b>	<b>Dr. Lopez</b> Data Upload: <b>I. Ozkay</b>
Leads for Survey Reflections	<b>D. Yilmaz</b>	<b>Dr. Lopez</b>	<b>Dr. Lopez</b>
Accountability Portal Updates	Participation Update during the survey window: <b>T. Velazquez</b> Approval Rates, Free Responses, Reflections, and other updates to the portal: <b>D. Yilmaz</b>	Approval Rates and other updates to the portal: <b>D. Yilmaz</b> Follow-up on SEL Survey Reflections: <b>Dr. Lopez</b>	Approval Rates and other updates to the portal: <b>D. Yilmaz</b> Follow-up on SEL Survey Reflections: <b>Dr. Lopez</b>

**Survey Reflections:**

## Student SEL Surveys:

Dates:	Tasks:
October 28 - November 8 (2019)	<ul style="list-style-type: none"> <li>Schools will write their Fall Student SEL Survey Reflection (Led by <b>Dr. Lopez &amp; Deans of Students</b>) and present at a Deans of Students meeting.</li> <li>Deans of Students will share findings with school staff</li> </ul>
March 30 - April 17 (2020)	<ul style="list-style-type: none"> <li>Schools will write their Spring Student SEL</li> </ul>

	<p>Survey Reflection (Led by <b>Dr. Lopez &amp; Deans of Students</b>) and present at a Deans of Students meeting.</p> <ul style="list-style-type: none"> <li>• Deans of Students will share findings with school staff</li> </ul>
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Annual Stakeholder Surveys (*Student, Family, Staff*):

Dates:	Tasks:
February 24 - March 6 (2020)	<ul style="list-style-type: none"> <li>• Survey approval rates will be posted on the accountability portal (<b>D. Yilmaz</b>)</li> <li>• Evaluation points will be posted and shared with schools (<b>D. Yilmaz</b>)</li> <li>• Report will be prepared for the stakeholders committee/board (<b>D. Yilmaz</b>)</li> <li>• Free responses will be copied from Panorama to the accountability portal (<b>D. Yilmaz</b>)</li> <li>• “Stakeholder Survey Highlights” and “Stakeholder Survey Reflections” templates will be created (<b>D. Yilmaz</b>)</li> </ul>
March 9 - March 27 (2020)	<ul style="list-style-type: none"> <li>• Home Office teams will read free responses and write highlights for each school in the “Stakeholder Survey Highlights” templates (<b>Team</b>)</li> <li>• Home Office will schedule meetings with the school leadership teams to review highlights and discuss glows, grows, and next steps -- <b>Survey Discussion Meeting. (Team)</b></li> </ul>
March 30 - April 30 (2020)	<ul style="list-style-type: none"> <li>• School leadership teams will complete their “Stakeholder Survey Reflections” templates</li> <li>• School leadership teams will present their reflection and next steps to the following groups:                             <ul style="list-style-type: none"> <li>○ Stakeholders committee/board to inform their LCAP</li> <li>○ PTF/SSC/ELAC</li> <li>○ Staff</li> </ul> </li> </ul>

**Survey Discussion Meeting Protocol:**

1. **Scheduling:** B. Torres will schedule a meeting with each school leadership team for 45 minutes, preferably during c-team meeting hours.
2. **Participants:** School Leadership Team, C-team, Dr. Callaham, Dr. Lopez, PACE Team, HR Team
3. **Readiness for the meeting:** School leadership teams read the free responses. Home Office teams read free responses and write highlights for each school in the “Stakeholder Survey Highlights” templates.
  - a. Student survey: Academic team (**Dr. Lopez or Designee by E. Acar**)
  - b. Family survey: PACE team (**I. Soto/B. Olandes**)
  - c. Staff survey: HR team (**D. Hajmeirza or Designee by S. Acar**)
4. **Agenda:** (45 min)
  - a. 5 min Review survey results (rates, highest/lowest scored topics and questions, etc.) (**D. Yilmaz**)
  - b. 7 min Review student survey highlights (**Dr. Lopez**) and ask the school team their thoughts (just preliminary thoughts, no next-step discussion yet)
  - c. 7 min Review family survey highlights (**I. Soto**) and ask the school team their thoughts (just preliminary thoughts, no next-step discussion yet)
  - d. 7 min Review staff survey highlights (**D. Hajmeirza**) and ask the school team their thoughts (just preliminary thoughts, no next-step discussion yet)
  - e. 5 min In collaboration with the school team, prioritize Glows & Grows from the above reviews in the template. (**A. Rubalcava/E. Acar**)
  - f. 10 min In collaboration with the school team, discuss Next Steps based on Grows and suggestions. (**A. Rubalcava/E. Acar**)
  - g. 4 min Closure (**A. Rubalcava/E. Acar**)
    - i. Summarize possible Next Steps; and
    - ii. Remind school leadership teams that they need to complete their “Stakeholder Survey Reflections” templates and present their reflection and next steps to the following groups:
      1. Stakeholders committee/board to inform their LCAP
      2. PTF/SSC/ELAC
      3. Staff
    - iii. Thank!
5. **Home Office Debrief:** Home Office will internally discuss any follow-ups needed on the school’s Next Steps.

## MAGNOLIA SCIENCE ACADEMY - 1

### 2018-19 STAKEHOLDER SURVEY REFLECTIONS

#### **Introduction:**

Stakeholder voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what are areas for improvement so we can continue to provide our students with the best quality education. MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement.

#### *Annual stakeholder experience survey:*

MPS uses the CORE DISTRICTS survey instrument developed by WestEd for the California Department of Education as our annual stakeholder experience survey. The survey includes questions for school climate indicators which include the following four topics for students, families, and staff:

- Climate of Support for Academic Learning;
- Knowledge and Fairness of Discipline, Rules and Norms;
- Safety;
- Sense of Belonging (School Connectedness).

Some sample questions on the survey include:

- “This school is a supportive and inviting place for students to learn.”
- “All students are treated fairly when they break school rules.”
- “How safe do you feel when you are at school?”
- “I feel like I am part of this school.”

#### *Student SEL survey:*

Separate than the annual stakeholder experience survey, our “students” also take the CORE DISTRICTS Social Emotional Learning (SEL) survey in the fall and spring. The SEL survey asks questions in additional four topics which include indicators for social-emotional competencies:

- Growth Mindset;
- Self-Efficacy;
- Self-Management;

- Social Awareness.

As part of our MTSS efforts school leadership, teachers, and support staff analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.

**Note:** This document is about our reflections on the annual stakeholder experience survey results. Our reflections on the student SEL surveys are provided in a separate document.

**Survey Participation Rates:**

Survey Participation Rates	Student	Family	Staff
Spring 2019 Survey Participation Rates:	100.0%	72.0%	100.0%
Spring 2018 Survey Participation Rates:	93.2%	100.0%	97.6%
Change since Spring 2018: <i>(percentage points)</i>	+6.8	-28.0	+2.4
Next Year Survey Participation Targets:	≥83.0%	≥83.0%	≥83.0%

**Findings:**

This year’s survey reflect that while student and staff participation rates have increased by 6.8% and 2.4% respectively, the family participation rate has decreased by 28.0%. In 2018, surveys were given to students to take home and an incentive of free dress was offered to students who participated in the survey; this year, surveys were mailed home and admin did not offer an incentive for returning the surveys. Additionally, we relied heavily on the on-line survey link parents were given access to. Therefore, we attribute the decrease in family participation to our changing method for delivering and incentivizing the survey.

**Overall Satisfaction Rates:**

This rate measures our stakeholders’ overall satisfaction with the school through their responses to the following question: **"Overall, I am satisfied and would recommend this school to other students / parents / educators."**

Overall Satisfaction Rates	Student	Family	Staff
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Spring 2019 Overall Satisfaction Rates:	66.0%	95.0%	81.0%
Spring 2018 Overall Satisfaction Rates:	72.0%	95.0%	89.0%
Change since Spring 2018: <i>(percentage points)</i>	-6.0	+0.0	-8.0
Next Year Overall Satisfaction Targets:	≥80.0%	≥85.0%	≥85.0%

**Findings:**

Our overall survey satisfaction rates reflect that compared to the 2017-2018 survey, staff and student satisfaction rate has decreased by 8% and 6% respectively. The decreases in satisfaction rates reveal an area of need for our students and staff. Students report wanting to improve our school site and expand our space to include a better place to eat and a sports field. Students also report a need for more elective offerings. Additionally, staff report wanting to improve classroom space.

While teachers express the need for bigger space, more student accountability regarding behavior, a need for a gym, an increase in pay, and improvement in school culture, they acknowledge the school is heading in a great direction with the construction of the new building. A majority of our staff members commented on feeling supported by admin. Comments ranged from staff feeling grateful for having “small class size” to “administration is open to ideas and suggestions,” and identified a “feeling of community.”

Parents are happy with MSA-1’s overall quality of education, inclusive learning environment, and family-like feeling. Families reported high satisfaction with “staff,” “quality of education,” and a “small and personal” school setting. Overall, surveys reflect appreciation for our staff and their ability to treat everyone with respect. Parents shared “I like how it’s safe for my kids and the teacher notify us [of] our kids’ grades and behavior.”

**Average Approval Rates:**

**Student Survey:**

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2018 <i>(percentage points)</i>
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Climate of Support for Academic Learning	75%	20th-39th percentile	+ 4
Knowledge and Fairness of Discipline, Rules and Norms	62%	40th-59th percentile	+ 1
Safety	66%	20th-39th percentile	+ 6
Sense of Belonging (School Connectedness)	56%	40th-59th percentile	- 3

Family Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2018 (percentage points)
Climate of Support for Academic Learning	97%	20th-39th percentile	+ 2
Knowledge and Fairness of Discipline, Rules and Norms	93%	40th-59th percentile	+ 3
Safety	87%	20th-39th percentile	+ 5
Sense of Belonging (School Connectedness)	97%	40th-59th percentile	+ 5

Staff Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2018 (percentage points)
Climate of Support for Academic Learning	92%	20th-39th percentile	- 5
Knowledge and Fairness of Discipline, Rules and Norms	80%	40th-59th percentile	+ 3



Norms			
Safety	80%	20th-39th percentile	+ 5
Sense of Belonging (School Connectedness)	71%	40th-59th percentile	+ 5

Average approval rate measures our stakeholders' average approval rating based on their responses to **ALL** questions with a rating.

Average Approval Rates	Student	Family	Staff
Spring 2019 Average Approval Rates:	66.0%	95.0%	81.0%
Spring 2018 Average Approval Rates:	62.0%	91.0%	86.0%
Change since Spring 2018: <i>(percentage points)</i>	+ 4.0	+ 4.0	- 5.0
Next Year Average Approval Targets:	≥75.0%	≥83.0%	≥83.0%

### **Survey Findings:**

The following are our findings based on the average approval rates and breakdown of our survey results, including our greatest progress and needs.

**Findings Based on Average Approval Rates of Survey Topics/Questions:**

Talk about your average approval rates here: any change from last year, answer the following questions, etc.

- GREATEST PROGRESS:

○ Considering the average approval rates for each topic, what strengths were visible in each survey type: student, family, staff? Which topics and questions have the highest approval rates? What are you most proud of? How do you plan to maintain or build upon that success?

GREATEST NEEDS:

○ Considering the average approval rates for each topic, what areas for improvement emerged? Which topics and questions have the lowest approval rates? What are areas that need your close attention? Are there any gaps, i.e., are there any topics or questions for which approval rate for any student group is below the “all student” approval rate? What steps is the school planning to take to address these areas with the greatest need for improvement?

○ OPTIONAL: What was most surprising?

- NOTE: This is a template to help you. You can be CREATIVE in your responses, include charts, etc. But you must include certain information, e.g., participation and average approval rates, targets, progress, needs, etc.

Similar to last year’s survey results, this year, our surveys reflect that students, parents, and staff feel the greatest area of need is the improvement and expansion of MSA-1’s physical campus. There is “no gym or soccer field,” lack of classroom space forces “teachers to share classrooms,” and the school has needs like a “better lunch area.” Additionally, parents, students, and staff expressed the need for “improving security at our school for better protection.” In order to address these areas of needs, the school is currently working on an expansion of the facilities to include a building next door to our current site. Our new building will include a new cafeteria, gym, additional classrooms, and a green area for students to play sports. We also hired two part time campus aides to help with security and overseeing our campus safety.

**Free-Response Findings:**

Along with the questions on the CORE survey instrument, MPS also asks stakeholders to respond to the following three open-ended questions so that they can state their thoughts openly: What do you like best about your school? What do you like least about your school? What is one suggestion you would like to offer to improve your school?

The responses to the above questions help us identify our greatest progress, greatest needs, and ways to improve so that we can maintain and improve educational quality of our schools on an ongoing basis.

**Findings Based on Free-Response Questions:**

- **WHAT DO YOU LIKE BEST ABOUT YOUR SCHOOL? (GLOWS)**

Considering the free responses to this question, what strengths were visible in each survey type: student, family, staff? Are there any patterns? What are you most proud of based on the responses? How do you plan to maintain or build upon that success?

We are extremely proud of the fact that all stakeholders value the extra support we provide our students to ensure they are receiving the best education. Based on our survey results, it is evident that students feel supported in their path to a good education. Student comments ranged from, “I like the classroom sizes and the way the teachers take the time to help their students,” to “I like that this school has tutoring for every teacher and that they actually help,” to “there are many opportunities for kids.” Similarly, parents and staff shared, “The teachers care about students and their academics,” and how “Students get a lot of individualized attention.” We will continue to support our teachers, students, and their families through outreach, personal support, and professional development for staff.

**WHAT DO YOU LIKE LEAST ABOUT YOUR SCHOOL? (GROWS)**

Considering the free responses to this question, what areas for improvement emerged in each survey type: student, family, staff? Are there any patterns? What are areas that need your close attention? Are there any gaps, i.e., are there any areas that need to be improved for any student group?

Based on our survey results, all stakeholders felt that we need additional space. All stakeholders expressed a need for “lunch area,” a “bigger space” and “a gym.” In order to address these concerns, we are building a new high school. The new school will include a separate gym and a green area where students can play sports. Additionally, we will have an area designated for lunch. Finally, teachers will have their own classrooms and will not have to share space with other teachers.

**WHAT IS ONE SUGGESTION YOU WOULD LIKE TO OFFER TO IMPROVE YOUR SCHOOL?  
(SUGGESTIONS)**

Considering the free responses to this question, what suggestions for improvement emerged in each survey type: student, family, staff? Are there any patterns?

Currently, we have no gym, which makes it difficult for teachers who teach PE, and for students who don’t have the space to practice sports. Additionally, parents and students complained about the quality/variety of food choices we offer our students, and feel concerned that students have no designated cafeteria space. The new facility will help solve these concerns.

**NEXT STEPS**

Which suggestions is the school planning to implement? What steps is the school planning to take to implement such suggestions to improve the school?

- Facility-Our new building will allow for more classroom space. Teachers will have their own classrooms and will not have to share space with other teachers.
- Quality of Food- We will have a different food vendor for next year.
- Sports- We are now part of California interscholastic Federation (CIF) Sports League. This will provide more athletic opportunities for our students to participate in sports and apply for scholarships.
- Safety-We are hiring an additional Security guard to monitor the hallways and the outside of the school.

## MAGNOLIA SCIENCE ACADEMY - 2

### 2018-19 STAKEHOLDER SURVEY REFLECTIONS

#### **Introduction:**

Stakeholder voices, i.e., voices of our students, families, staff, and other school community members play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what are areas for improvement so we can continue to provide our students with the best quality education. MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement.

#### *Annual stakeholder experience survey:*

MPS uses the CORE DISTRICTS survey instrument developed by WestEd for the California Department of Education as our annual stakeholder experience survey. The survey includes questions for school climate indicators which include the following four topics for students, families, and staff:

- Climate of Support for Academic Learning;
- Knowledge and Fairness of Discipline, Rules and Norms;
- Safety;
- Sense of Belonging (School Connectedness).

Some sample questions on the survey include:

- “This school is a supportive and inviting place for students to learn.”
- “All students are treated fairly when they break school rules.”
- “How safe do you feel when you are at school?”
- “I feel like I am part of this school.”

#### *Student SEL survey:*

Separate than the annual stakeholder experience survey, our “students” also take the CORE DISTRICTS Social Emotional Learning (SEL) survey in the fall and spring. The SEL survey asks questions in additional four topics which include indicators for social-emotional competencies:

- Growth Mindset;
- Self-Efficacy;
- Self-Management;
- Social Awareness.

As part of our MTSS efforts school leadership, teachers, and support staff analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the

spring to measure growth, identify greatest progress and needs in order to inform our next steps.

**Note:** This document is about our reflections on the annual stakeholder experience survey results. Our reflections on the student SEL surveys are provided in a separate document.

### **Survey Participation Rates:**

Survey Participation Rates	Student	Family	Staff
Spring 2019 Survey Participation Rates:	97.0%	100%	100%
Spring 2018 Survey Participation Rates:	88.9%	100%	94.7%
Change since Spring 2018: <i>(percentage points)</i>	+8.1	0.0	+5.3
Next Year Survey Participation Targets:	≥80.0%	≥80.0%	≥80.0%
<p><b>Findings:</b></p> <p>Our Participation rates got even higher among student and staff surveys and remained high for parent stakeholders. MSA-2 Family, Staff and Student generally showed high levels of survey participation. Students and staff took the survey at school. On the other hand, parents were asked to take the survey at home which required taking time out of their busy schedules. MSA-2 Families continue to participate in our annual survey at 100% which is a healthy indicator of parent involvement.</p>			

### **Overall Satisfaction Rates:**

This rate measures our stakeholders' overall satisfaction with the school through their responses to the following question: **"Overall, I am satisfied and would recommend this school to other students / parents / educators."**

Overall Satisfaction Rates (Overall Score)	Student	Family	Staff
Spring 2019 Overall Satisfaction Rates:	63.0%	94.0%	73.0%
Spring 2018 Overall Satisfaction Rates:	60.0%	91.0%	73.0%
Change since Spring 2018: <i>(percentage points)</i>	+3.0	+3.0	0.0
Next Year Overall Satisfaction Targets:	≥65.0%	≥80.0%	≥80.0%
<p><b>Findings:</b></p> <p>MSA-2 Family, Staff and Student generally showed high levels of satisfaction. Our greatest area of need comes from our students. The specific areas of growth will be analyzed and new smart goals will be formulated. Staff survey results that did not improve will also be analyzed and addressed.</p> <p>Staff satisfaction remained constant from 2018 to 2019.</p> <p>Students: What do you like best about your school?</p>			

“Safe environment”, “Friends”, “Teachers who care and help”, “Being respected”, “P.E. class”  
 Staff: What do you like best about your school?  
 “Small community where you can get to know all students and families”, “Small class size”, “Friendly welcoming environment”, “Wide variety of AP classes offered”, “Collaboration among staff”, “Friday donuts”  
 Families (What do you like best about your school?)  
 “School Size”, “School Environment”, Communication”, “Staff”, “School Safety”

**Average Approval Rates:**

This rate measures our stakeholders’ average approval rating based on their responses to ALL questions with a rating. MPS uses the CORE survey instrument for school climate indicators which include the following four topics for students, families, and staff:

- Topic 1: Climate of Support for Academic Learning;
- Topic 2: Knowledge and Fairness of Discipline, Rules and Norms;
- Topic 3: Safety;
- Topic 4: Sense of Belonging (School Connectedness).

“Students” are also asked questions in additional four topics which include indicators for social-emotional competencies:

- Topic 5: Growth Mindset;
- Topic 6: Self-Efficacy;
- Topic 7: Self-Management;
- Topic 8: Social Awareness.

**Student Survey:**

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2018 (percentage points)
Climate of Support for Academic Learning	70%	20th-39th percentile	+7
Knowledge and Fairness of Discipline, Rules and Norms	58%	20th-39th percentile	+6
Safety	66%	40th-59th percentile	+1
Sense of Belonging (School Connectedness)	56%	20th-39th percentile	+6

**Family Survey:**

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2018 (percentage points)
Climate of Support for Academic Learning	95%	60th-79th percentile	+1
Knowledge and Fairness of Discipline, Rules and Norms	93%	40th-59th percentile	+5
Safety	96%	80th-99th percentile	+2
Sense of Belonging (School Connectedness)	94%	60th-79th percentile	+3

**Staff Survey:**

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2018 (percentage points)
Climate of Support for Academic Learning	85%	0th-19th percentile	-7
Knowledge and Fairness of Discipline, Rules and Norms	69%	0th-19th percentile	+3
Safety	62%	20th-39th percentile	+4
Sense of Belonging (School Connectedness)	74%	40th-59th percentile	-3

Average approval rate measures our stakeholders' average approval rating based on their responses to **ALL** questions with a rating.

Average Approval Rates (Overall School Experience)	Student	Family	Staff
Spring 2019 Average Approval Rates:	75.0%	93.0%	77.0%
Spring 2018 Average Approval Rates:	72.0%	91.0%	83.0%
Change since Spring 2018: (percentage points)	+ 3.0	+ 2.0	-14.0
Next Year Average Approval Targets:	≥75.0%	≥80.0%	≥80.0%

**Survey Findings:**

The following are our findings based on the average approval rates and breakdown of our survey results, including



our greatest progress and needs.

### **Findings Based on Average Approval Rates of Survey Topics/Questions:**

**Students Survey Results** on average approval rates had modest increases from last year with an average of 1 to 7 points and no decreases within averages in topics.

**Family Survey Results** showed modest increases in all topics with the greatest increase in Knowledge and Fairness of Discipline, Rules, and Norms which went up 5 points and no decreases within averages in topics.

**Staff Survey Results** showed modest increases in averages of 3 to 4 points in two of the topics, and saw decreases in two of the topics. The greatest decrease came under Climate of Support for Academic Learning which saw a 7 point decrease

#### **GREATEST PROGRESS:**

Student Survey averages showed a 7 point increase in Climate of Support for Academic Learning plus a 6 point increase in Knowledge and Fairness of Discipline, Rules, and Norms, as well as a 6 point increase in Sense of Belonging (School Connectedness). These are promising results with all of the social challenges students were exposed to over the past couple years which include a suicide of one of our 12th-grade students last year as well as a 12th-grade student being shot off campus this year, both of which have had an impact on school culture.

Family Survey Results showed that 95% of our families are satisfied with MSA-2 's Climate of Support for Academic Learning, 93% approval of Knowledge and Fairness of Discipline, 96% approval of School Safety and 94% felt a Sense of Belonging and Connectedness. Family survey results showed improvement of approval in all areas.

Staff Survey Results showed that staff had a highly favorable rating of 85% for the school's "Climate of Support for Academic Learning"

#### **GREATEST NEEDS:**

- **Students-** 56% approval for Sense of Belonging (School Connectedness). Although it is the lowest percent topic for students, it was one of the highest percentage changes from 2018 survey results for students.
- **Families-** The lowest approval area by families is Knowledge and Fairness of Discipline. 93% is still a high percentage, and has a five percent increase from last year.
- **Staff-** The greatest area of need stems from the 62% satisfaction from safety. Although it is the lowest percent topic for staff, it was the highest percent change from 2018 survey results.

### **Free-Response Findings:**

Along with the questions on the CORE survey instrument, MPS also asks stakeholders to respond to the following

three open-ended questions so that they can state their thoughts openly: What do you like best about your school? What do you like least about your school? What is one suggestion you would like to offer to improve your school?

The responses to the above questions help us identify our greatest progress, greatest needs, and ways to improve so that we can maintain and improve educational quality of our schools on an ongoing basis.

### **Findings Based on Free-Response Questions:**

#### **WHAT DO YOU LIKE BEST ABOUT YOUR SCHOOL? (GLOWS)**

- Safe, friendly, welcoming school environment (Student, family & staff surveys )
- Teacher & staff who care and welcome students (student & family survey)
- Discipline issues are addressed (Parents)
- Collaboration among staff (staff survey)
- Communication between school and families (family survey)
- Small class & school size (student & family surveys)

#### **WHAT DO YOU LIKE LEAST ABOUT YOUR SCHOOL? (GROWS)**

- Food Quality (Parents and Students)
- Facilities, dining area, sharing campus with a large school, limited room and space (Student, family & staff surveys )
- Addressing and handling bullying, discipline system geared towards correcting issues/behaviors (Student, family & staff surveys )
- Student activities (extracurricular, sports, athletics) (Student & family surveys)

#### **WHAT IS ONE SUGGESTION YOU WOULD LIKE TO OFFER TO IMPROVE YOUR SCHOOL? (SUGGESTIONS)**

- Improve the quality of food (Student and family surveys)
- More electives, field trips, sports, skill development courses
- Modify PBIS strategies and target attendance
- Improve facilities (Parents and Staff)
- More effective communication between staff

#### **NEXT STEPS**

- Training to parents/students about bullying & mutual altercation conflict resolution (May 2019 - first training; continue 2019-20); Camera installation in classrooms (June 2019)
- Compliance CIF paperwork is completed (CIF LA Commissioner's Office) - May 2019 Meeting; CIF Sports Classes during the 7th period as elective taught by sports coaches (submit for A-G approval / PE - prior to

UC /CSU deadlines for 2019-20 AY)

- Weekly WAG with Staff Feedback to share weekly goals, expectations, and suggestion link with all staff access related to events, activities, etc.
- Monthly Attendance Mtg w/ Dr. Lopez to address SART / student issues/follow-up (2019-20)
- Athletic Facilities - Review Facility Usage Agreement w/ HOST / Patrick Ontiveros to implement “Rounds” system for 2019-20 prior to July 1, 2019, w/ BCCHS
- PBIS Tier 2 (year 1) Training / Implementation for increased interventions to support discipline & misbehavior (6 trainings w/ LACOE in 2019-20 AY)
- Tasting days with students, parents, and staff to look for different food service providers
- Different elective options for middle school and high school
- Field trips during the first half of the first semester

**MAGNOLIA SCIENCE ACADEMY - 3****2018-19 STAKEHOLDER SURVEY REFLECTIONS****Introduction:**

Stakeholder voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what are areas for improvement so we can continue to provide our students with the best quality education. MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement.

**Annual stakeholder experience survey:**

MPS uses the CORE DISTRICTS survey instrument developed by WestEd for the California Department of Education as our annual stakeholder experience survey. The survey includes questions for school climate indicators which include the following four topics for students, families, and staff:

- Climate of Support for Academic Learning;
- Knowledge and Fairness of Discipline, Rules and Norms;
- Safety;
- Sense of Belonging (School Connectedness).

Some sample questions on the survey include:

- “This school is a supportive and inviting place for students to learn.”
- “All students are treated fairly when they break school rules.”
- “How safe do you feel when you are at school?”
- “I feel like I am part of this school.”

**Student SEL survey:**

Separate than the annual stakeholder experience survey, our “students” also take the CORE DISTRICTS Social Emotional Learning (SEL) survey in the fall and spring. The SEL survey asks questions in additional four topics which include indicators for social-emotional competencies:

- Growth Mindset;
- Self-Efficacy;
- Self-Management;
- Social Awareness.

As part of our MTSS efforts school leadership, teachers, and support staff analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.

**Note:** This document is about our reflections on the annual stakeholder experience survey results. Our reflections on the student SEL surveys are provided in a separate document.

**Survey Participation Rates:**

Survey Participation Rates	Student	Family	Staff
Spring 2019 Survey Participation Rates:	96.8%	100%	100%
Spring 2018 Survey Participation Rates:	86.3%	95%	100%
Change since Spring 2018: <i>(percentage points)</i>	+10.5	+5	0
Next Year Survey Participation Targets:	≥80.0%	≥80.0%	≥80.0%
<b>Findings:</b>			
<b>MSA 3 improved in student and family participation rates by 5% or higher.</b>			

**Overall Satisfaction Rates:**

This rate measures our stakeholders' overall satisfaction with the school through their responses to the following question: **"Overall, I am satisfied and would recommend this school to other students / parents / educators."**

Overall Satisfaction Rates	Student	Family	Staff
Spring 2019 Overall Satisfaction Rates:	65%	90%	85%
Spring 2018 Overall Satisfaction Rates:	66%	87%	78%
Change since Spring 2018: <i>(percentage points)</i>	-1.0	+3.0	+7
Next Year Overall Satisfaction Targets:	≥80.0%	≥80.0%	≥80.0%
<b>Findings:</b>			
<b>Student decline of 1% for overall satisfaction rate.</b>			
<b>Family overall satisfaction increased to by 3%.</b>			
<b>Staff overall satisfaction increased by 7%.</b>			

**Average Approval Rates:**Student Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2018 <i>(percentage points)</i>
Climate of Support for Academic Learning	63%	0th-19th percentile	- 3
Knowledge and Fairness of Discipline, Rules and Norms	53%	0th-19th percentile	- 1
Safety	58%	0th-19th percentile	+ 1
Sense of Belonging (School Connectedness)	47%	40th-59th percentile	- 3

**Family Survey:**

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2018 (percentage points)
Climate of Support for Academic Learning	93%	40th-59th percentile	- 2
Knowledge and Fairness of Discipline, Rules and Norms	88%	20th-39th percentile	- 2
Safety	92%	20th-39th percentile	+ 3
Sense of Belonging (School Connectedness)	92%	40th-59th percentile	- 3

**Staff Survey:**

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2018 (percentage points)
Climate of Support for Academic Learning	90%	20th-39th percentile	- 1
Knowledge and Fairness of Discipline, Rules and Norms	65%	0th-19th percentile	- 2
Safety	50%	0th-19th percentile	+ 12
Sense of Belonging (School Connectedness)	67%	20th-39th percentile	- 7

Average approval rate measures our stakeholders' average approval rating based on their responses to **ALL** questions with a rating.

Average Approval Rates	Student	Family	Staff
Spring 2019 Average Approval Rates:	56.0%	91.0%	69.0%
Spring 2018 Average Approval Rates:	59%	91%	72%
Change since Spring 2018: (percentage points)	- 3.0	0	- 3.0
Next Year Average Approval Targets:	≥70.0%	≥80.0%	≥80.0%

**Survey Findings:**

The following are our findings based on the average approval rates and breakdown of our survey results, including our greatest progress and needs.

**Findings Based on Average Approval Rates of Survey Topics/Questions:**

The average rates of survey topics and questions is not a true reflection of all the positivity we have at MSA 3. This is an unfair assessment and sends a message that our students and staff are not approving of our school and that is not true considering the overall school experience is higher. We declined in students and staff in relation to the average approval rating. This score is in effecting our overall score in our evaluations and it's disproportionate to the work everyone invests to ensure our students are learning and safe. This score enforces the message that MSA 3 is the second to last school in MPS with the lowest survey results and it's not a holistic reflection of the entire survey communicates to home office and stakeholders. The information will be reviewed and strategies will be created to increase the average approval ratings.

**GREATEST PROGRESS:**

Parents maintained their average approval rating.

**GREATEST NEEDS:**

Students greatest area of need is a sense of belonging. We will work on ways to build more school pride; it's difficult to increase that when we are co-located and the higher teacher turnover rate. Students do not feel connected to MPS without more collaborative events for students besides the Steam Expo. We will work with staff to ensure more activities are happening so more students feel connected.

Our staff and parents main concern is the knowledge and fairness of discipline, rules and norm. We have several meetings, town halls, and provide handbooks to all stakeholders; however taking the time to review the handbook is our main goal for next year.

**Free-Response Findings:**

Along with the questions on the CORE survey instrument, MPS also asks stakeholders to respond to the following three open-ended questions so that they can state their thoughts openly: What do you like best about your school? What do you like least about your school? What is one suggestion you would like to offer to improve your school?

The responses to the above questions help us identify our greatest progress, greatest needs, and ways to improve so that we can maintain and improve educational quality of our schools on an ongoing basis.

**Findings Based on Free-Response Questions:****WHAT DO YOU LIKE BEST ABOUT YOUR SCHOOL? (GLOWS)**

- Parents: Small size, school staff, information on different events.
- Students: Specific Teachers, Student Store, Sports
- Staff: Family Environment, Small school, Teamwork

**WHAT DO YOU LIKE LEAST ABOUT YOUR SCHOOL? (GROWS)**

- Parents: Classroom Management, Communication, Lack of control, respect for teachers, Teacher retention
- Staff: Student behavior, lack of respect, student side is taken, work system to benefit, inconsistent discipline policy,

lack of accountability

- Students: Yonder Pouches, Highly Qualified Teachers, Uniforms

WHAT IS ONE SUGGESTION YOU WOULD LIKE TO OFFER TO IMPROVE YOUR SCHOOL? **(SUGGESTIONS)**

- Decrease the turnover rate of staff.
- Students learn to be more respectful to adults.
- Finding our own building/school to not have to succumb to LAUSD's unethical practices.

**NEXT STEPS**

- Present to all stakeholders-week before spring break or after spring break
- Communication-5/7/19 -Discipline data, roles and duties, more clear discipline procedures
- Communication-Admin duties, events, important announcements-Hey Faculty-printed out
- Student engagement-Student Council to give recommendations to admin biweekly-rotate, visit advisory classes once a month.
- More focus on teacher training (especially new teachers) on classroom management -We have a Vice Principal but a lot of his time is supporting discipline and Principal when she is unable to run the school because of assisting home office with numerous compliance tasks- will focus on mentor programs, divide out new teachers for support between admin, have a stronger on-boarding process. Monthly meetings with new teachers only, and classroom visitation 30, 60, 90 days. Re-analyze department chair roles.
- Climate check-monthly with surveys
- Would like home office support for academic reporting, for hiring/on-boarding, for payroll/purchasing, for prop 39/facilities and LAUSD issues so Principal and admin team can run the school.
- Less meetings off site-this disrupts the culture of the campus.
- We will not have enough classrooms for the 500 students for the enrollment projection-need home office support to find a facility or adjust the budget so the students and teachers can focus on academics.



## MAGNOLIA SCIENCE ACADEMY - 4

### 2018-19 STAKEHOLDER SURVEY REFLECTIONS

#### **Introduction:**

Stakeholder voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what are areas for improvement so we can continue to provide our students with the best quality education. MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement.

#### *Annual stakeholder experience survey:*

MPS uses the CORE DISTRICTS survey instrument developed by WestEd for the California Department of Education as our annual stakeholder experience survey. The survey includes questions for school climate indicators which include the following four topics for students, families, and staff:

- Climate of Support for Academic Learning;
- Knowledge and Fairness of Discipline, Rules and Norms;
- Safety;
- Sense of Belonging (School Connectedness).

Some sample questions on the survey include:

- “This school is a supportive and inviting place for students to learn.”
- “All students are treated fairly when they break school rules.”
- “How safe do you feel when you are at school?”
- “I feel like I am part of this school.”

#### *Student SEL survey:*

Separate than the annual stakeholder experience survey, our “students” also take the CORE DISTRICTS Social Emotional Learning (SEL) survey in the fall and spring. The SEL survey asks questions in additional four topics which include indicators for social-emotional competencies:

- Growth Mindset;
- Self-Efficacy;
- Self-Management;
- Social Awareness.

As part of our MTSS efforts school leadership, teachers, and support staff analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the

spring to measure growth, identify greatest progress and needs in order to inform our next steps.

**Note:** This document is about our reflections on the annual stakeholder experience survey results. Our reflections on the student SEL surveys are provided in a separate document.

**Survey Participation Rates:**

Survey Participation Rates	Student	Family	Staff
Spring 2019 Survey Participation Rates:	80.7%	15.7%	78.9%
Spring 2018 Survey Participation Rates:	97.8%	37.7%	100%
Change since Spring 2018: <i>(percentage points)</i>	-17.1	-22	-21.1
Next Year Survey Participation Targets:	≥90.0%	≥40.0%	≥90.0%
<b>Findings:</b>			
Our participation rates declined overall.			

**Overall Satisfaction Rates:**

This rate measures our stakeholders’ overall satisfaction with the school through their responses to the following question: **"Overall, I am satisfied and would recommend this school to other students/parents/educators."**

Overall Satisfaction Rates	Student	Family	Staff
Spring 2019 Overall Satisfaction Rates:	64%	100%	87%
Spring 2018 Overall Satisfaction Rates:	78%	98%	89%
Change since Spring 2018: <i>(percentage points)</i>	-14.0	+2.0	-2.0
Next Year Overall Satisfaction Targets:	≥80.0%	≥80.0%	≥80.0%
<b>Findings:</b>			
Our students showed a decrease in our overall satisfaction rate. Many students are displeased with the level of disrespect shown and the consequences. Students also do not like our food and uniform. However, the students report that they are supported.			
While this is a small sampling, the satisfaction rate for families increased to 100%.			
There was a slight decline in teacher satisfaction rate. The common thread in what was liked least is our students’ behavior and lack of respect. However, they still like the family feel and they are committed to our students’ success.			

**Average Approval Rates:**Student Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2018 (percentage points)
Climate of Support for Academic Learning	69%	20th-39th percentile	-6
Knowledge and Fairness of Discipline, Rules and Norms	51%	0 - 19th percentile	-17
Safety	63%	20th-39th percentile	-4
Sense of Belonging (School Connectedness)	51%	0 - 19th percentile	-1 0

Family Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2018 (percentage points)
Climate of Support for Academic Learning	94%	60-79th percentile	-6
Knowledge and Fairness of Discipline, Rules and Norms	100%	80- 99th percentile	+8
Safety	94%	60th-79th percentile	+6
Sense of Belonging (School Connectedness)	93%	40th-59th percentile	+6

Staff Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2018 (percentage points)
Climate of Support for Academic Learning	89%	20th-39th percentile	-5
Knowledge and Fairness of Discipline, Rules and Norms	66%	0 - 19th percentile	-13
Safety	57%	20th-39th percentile	-1 0
Sense of Belonging (School Connectedness)	69%	0 - 19th percentile	- 9

Average approval rate measures our stakeholders' average approval rating based on their responses to **ALL** questions

with a rating.

Average Approval Rates	Student	Family	Staff
Spring 2019 Average Approval Rates:	58.0%	94.0%	71.0%
Spring 2018 Average Approval Rates:	65.0%	98.0%	80.0%
Change since Spring 2018: <i>(percentage points)</i>	-7.0	-4.0	- 9.0
Next Year Average Approval Targets:	≥70.0%	≥80.0%	≥80.0%

**Survey Findings:**

The following are our findings based on the average approval rates and breakdown of our survey results, including our greatest progress and needs.

**Findings Based on Average Approval Rates of Survey Topics/Questions:**

MSA 4 has realized a decrease in the area of our overall approval rating with all of stakeholder groups.

**GREATEST PROGRESS:**

Our students feels supported by their teachers and enjoy that we are a small school.

The staff is committed to our students. They also appreciate that they are able to form closer bonds with our students due to our size.

Our families like that we are a small school and that our students are able to get personalized attention and support.

The fact that we are a small school will most likely not change for the upcoming school year, so that will not change for us. The objective is for us to remain focused on building relationships with our students that will support and facilitate a better sense of belonging for all. When there are connections, learning increases. According to Rita Pierson, “Children will not learn from you if they do not like you.”

**GREATEST NEEDS:**

All stakeholder groups expressed concerns around discipline, rules and uniforms. There have been staffing changes made to ensure that rules are followed and applied with equity.

**Free-Response Findings:**

Along with the questions on the CORE survey instrument, MPS also asks stakeholders to respond to the following three open-ended questions so that they can state their thoughts openly: What do you like best about your school? What do you like least about your school? What is one suggestion you would like to offer to improve your school?

The responses to the above questions help us identify our greatest progress, greatest needs, and ways to improve so that we can maintain and improve the educational quality of our schools on an ongoing basis.

**Findings Based on Free-Response Questions:**

**WHAT DO YOU LIKE BEST ABOUT YOUR SCHOOL? (GLOWS)**

Our students feels supported by their teachers and enjoy that we are a small school.

The staff is committed to our students. They also appreciate that they are able to form closer bonds with our students due to our size.

Our families like that we are a small school and that our students are able to get personalized attention and support.

The fact that we are a small school will most likely not change for the upcoming school year, so that will not change for us. The objective is for us to remain focused on building relationships with our students that will support and facilitate a better sense of belonging for all. When there are connections, learning increases.

According to Rita Pierson, “Children will not learn from you if they do not like you.

**WHAT DO YOU LIKE LEAST ABOUT YOUR SCHOOL? (GROWS)**

All stakeholder groups expressed concerns around discipline, rules and uniforms. There have been staffing changes made to assist with discipline and ensure that rules are followed and applied with equity.

**WHAT IS ONE SUGGESTION YOU WOULD LIKE TO OFFER TO IMPROVE YOUR SCHOOL?  
(SUGGESTIONS)**

The common thread is that each stakeholder group asks that we be more strict with the students.

**NEXT STEPS**

MSA 4 has recently added a dean and divided the roles between the DoS and the DoA. While our new dean is charged with student behaviors, our admin team works collaboratively to support our students as they grow in learning how to comport themselves appropriately.



## MAGNOLIA SCIENCE ACADEMY - 5

### 2018-19 STAKEHOLDER SURVEY REFLECTIONS

#### **Introduction:**

Stakeholder voices, i.e., voices of our students, families, staff, and other school community members play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what are areas for improvement so we can continue to provide our students with the best quality education. MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement.

#### *Annual stakeholder experience survey:*

MPS uses the CORE DISTRICTS survey instrument developed by WestEd for the California Department of Education as our annual stakeholder experience survey. The survey includes questions for school climate indicators which include the following four topics for students, families, and staff:

- Climate of Support for Academic Learning;
- Knowledge and Fairness of Discipline, Rules and Norms;
- Safety;
- Sense of Belonging (School Connectedness).

Some sample questions on the survey include:

- “This school is a supportive and inviting place for students to learn.”
- “All students are treated fairly when they break school rules.”
- “How safe do you feel when you are at school?”
- “I feel like I am part of this school.”

#### *Student SEL survey:*

Separate than the annual stakeholder experience survey, our “students” also take the CORE DISTRICTS Social Emotional Learning (SEL) survey in the fall and spring. The SEL survey asks questions in additional four topics which include indicators for social-emotional competencies:

- Growth Mindset;
- Self-Efficacy;
- Self-Management;
- Social Awareness.

As part of our MTSS efforts school leadership, teachers, and support staff analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the

spring to measure growth, identify greatest progress and needs in order to inform our next steps.

**Note:** This document is about our reflections on the annual stakeholder experience survey results. Our reflections on the student SEL surveys are provided in a separate document.

### **Survey Participation Rates:**

Survey Participation Rates	Student	Family	Staff
Spring 2019 Survey Participation Rates:	99.6%	102.3%	100%
Spring 2018 Survey Participation Rates:	96.7%	96.2%	100%
Change since Spring 2018: <i>(percentage points)</i>	+2.9	+6.1	0
Next Year Survey Participation Targets:	≥97.0%	≥95.0%	≥100.0%

### **Findings:**

We had a successful participation rate for the 2017-18 school year and were able to continue that trend with positive growth with stakeholder and student participating percents and maintained at 100% with staff. We implemented the same strategies as last year by creating many opportunities for everyone to participate.

For our students and staff, they all were able to participate by doing their surveys online. We arranged for students to take the surveys during SSR/Advisory and for those that were absent we created an individual time for them to take the survey in the main office during the survey window. We also allotted time during our Tuesday staff meeting for all staff to take the survey and for those that missed we followed up with them on an individual basis.

For our stakeholders, the paper was a much more successful way to get stakeholders to participate. We encouraged all students to get their parent/guardians to take the survey either online or by paper. Most chose to do them by paper form as we only had 9 online submissions and the rest were via paper.

### **Overall Satisfaction Rates:**

This rate measures our stakeholders' overall satisfaction with the school through their responses to the following question: "**Overall, I am satisfied and would recommend this school to other students/parents/educators.**"

Overall Satisfaction Rates	Student	Family	Staff
Spring 2019 Overall Satisfaction Rates:	87.0%	97.0%	100.0%
Spring 2018 Overall Satisfaction Rates:	78.0%	98.0%	100.0%



Change since Spring 2018: <i>(percentage points)</i>	+9.0	-1.0	+0.0
Next Year Overall Satisfaction Targets:	≥85.0%	≥95.0%	≥95.0%
<p><b>Findings:</b></p> <p>In regards to our overall satisfaction, we are happy to see such positive growth with our students, going from 78% to 87%. Also, that family and staff maintained a high satisfaction rate with the families only decreasing by 1% from 98% to 97% and staff stayed at 100%</p>			

**Average Approval Rates:**

**Student Survey:**

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2018 <i>(percentage points)</i>
Climate of Support for Academic Learning	81%	80th-99th percentile	+7
Knowledge and Fairness of Discipline, Rules and Norms	74%	80th-99th percentile	+6
Safety	65%	20th-39th percentile	+7
Sense of Belonging (School Connectedness)	66%	60th-79th percentile	+6

**Family Survey:**

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2018 <i>(percentage points)</i>
Climate of Support for Academic Learning	97%	80th-99th percentile	-1
Knowledge and Fairness of Discipline, Rules and Norms	94%	60th-79th percentile	-4
Safety	96%	80th-99th percentile	+ 3
Sense of Belonging (School Connectedness)	96%	80th-99th percentile	- 2

**Staff Survey:**

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2018 (percentage points)
Climate of Support for Academic Learning	98%	80th-99th percentile	-1
Knowledge and Fairness of Discipline, Rules and Norms	98%	80th-99th percentile	-1
Safety	83%	40th-59th percentile	+ 13
Sense of Belonging (School Connectedness)	89%	80th-99th percentile	- 8

Average approval rate measures our stakeholders’ average approval rating based on their responses to **ALL** questions with a rating.

Average Approval Rates	Student	Family	Staff
Spring 2019 Average Approval Rates:	72.0%	96.0%	93.0%
Spring 2018 Average Approval Rates:	64.0%	97.0%	93.0%
Change since Spring 2018: (percentage points)	+ 8.0	- 1.0	0.0
Next Year Average Approval Targets:	≥65.0%	≥90.0%	≥90.0%

**Survey Findings:**

The following are our findings based on the average approval rates and breakdown of our survey results, including our greatest progress and needs.

**Findings Based on Average Approval Rates of Survey Topics/Questions:**

We were excited to see an 8% growth with our students and their average approval rate, going from 65% to 72%. For our families approval rate dropped 1% from 97% to 96%, we are still content with having a high approval rating. Finally, our staff maintained at 93% which we hope to grow on next year.

**GREATEST PROGRESS:**

For our students, there was promising growth across the board. Out of the four topics, two went up 7% and two went up 6%, which helped our overall approval. For the staff and families they both showed their greatest increase

in safety. For our staff's safety topic, it improved by 13% (70% to 83%) and our families went up 3% (93% to 96%).

We are most proud of our student's results. Their results are great to see such promising growth, which lets us know what we are doing is working and for the most part, they are happy. We plan on to continue to support all our stakeholders and use their feedback to move ahead to improve our site.

#### **GREATEST NEEDS:**

Even though the Safety topic had growth with all three groups, it is still an area that we need to continue to address and find better solutions. For instance, over 50% of students said they had been made fun of because of their looks or the way they talk or 49% had mean rumors or lies spread about them. Also, 41% of our students disagree that the teachers at MSA-5 treat them fairly.

The MSA-5 team plans on working with all our stakeholders to address not only these numbers but all the data by starting with dissecting the data and getting feedback from the stakeholders. From there, we will create a plan to implement with everyone to better support all of those involved with MSA-5

#### **Free-Response Findings:**

Along with the questions on the CORE survey instrument, MPS also asks stakeholders to respond to the following three open-ended questions so that they can state their thoughts openly: What do you like best about your school? What do you like least about your school? What is one suggestion you would like to offer to improve your school?

The responses to the above questions help us identify our greatest progress, greatest needs, and ways to improve so that we can maintain and improve the educational quality of our schools on an ongoing basis.

#### **Findings Based on Free-Response Questions:**

##### **WHAT DO YOU LIKE BEST ABOUT YOUR SCHOOL? (GLOWS)**

The Glows that showed in the free-response questions were very pleasant to read and rewarding to the MSA-5 staff. Seeing that our students identify the hard work the teachers put forth for the students and that the staff cares about them and their futures. Also, that many students are establishing friendships with their peers is a positive as it helps create a welcoming environment for the student and a place they enjoy spending time to learn.

For our families, their responses were just as rewarding as the students. Parents acknowledging the quality of education, the small class sizes, and respect and discipline of the staff let us know they are comfortable with their child being supported by the school site.

The staff was great to see as well as they shared that they feel supported and that we are listening to their ideas. The staff is an instrumental part of the makeup of the school and is who spend the most time with the students, so

it is important to see that they have positive feedback about the school.

We plan on continuing to find better ways to connect with all stakeholders to hear their feedback and have them continue to be involved with their school so that it will continue to improve.

#### **WHAT DO YOU LIKE LEAST ABOUT YOUR SCHOOL? (GROWS)**

The areas for improvement that emerged from the surveys were that all stakeholders commonly stated that they would like more space, extracurriculars, and classes. These areas are something that we will continue to develop and work on as we grow to a full 6th-12th grade school.

For individual groups and their areas of improvement that were not consistent with each other, the students like the least that they do not have lockers or the quality of their food. The families would like better quality of food as well and an earlier drop off time. Finally the staff, they would like an improvement with Co-location issues (i.e. parking) and limitations due to school size.

#### **WHAT IS ONE SUGGESTION YOU WOULD LIKE TO OFFER TO IMPROVE YOUR SCHOOL? (SUGGESTIONS)**

Again, space was a common response from all three groups, as well as courses being offered from two of the groups. Some individual responses from students for improvement were, improve the amount of disrespect from students towards staff and disrespect/sarcasm from the teachers. For the families, they would like to see an improvement of safety with the surrounding community and the staff would like to see better parking for staff.

#### **NEXT STEPS**

The school is planning on offering more electives that are STEAM related for both middle and high school that will engage the students. MSA-5 already has applied for a music program called, Jazz Empowers, to implement for middle school and is budgeting for a computer teacher to offer a variety of computer-based classes (i.e. Digital Arts/Computer Programming/Coding) . In addition, lessons and activities focusing on anti-bullying, respectfulness and sarcasm will be implemented.

In order to increase the sense of belonging, MSA5 will communicate the safety of community (park and co-located) actively with the co-locating school and law enforcement, organize more field Trips, establish the HOWL (Honesty, Ownership, Willingness , Leadership) culture, utilize more variety of school uniforms (LOBO Swag) and conduct assemblies for culture

Also, the school along with the home office is working on obtaining a fair share of facility space with its co-located site and the district.

## MAGNOLIA SCIENCE ACADEMY - 6

### 2018-19 STAKEHOLDER SURVEY REFLECTIONS

#### **Introduction:**

Stakeholder voices, i.e., voices of our students, families, staff, and other school community members play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what are areas for improvement so we can continue to provide our students with the best quality education. MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement.

#### *Annual stakeholder experience survey:*

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- Climate of Support for Academic Learning;
- Knowledge and Fairness of Discipline, Rules and Norms;
- Safety;
- Sense of Belonging (School Connectedness).

Some sample questions on the survey include:

- “This school is a supportive and inviting place for students to learn.”
- “All students are treated fairly when they break school rules.”
- “How safe do you feel when you are at school?”
- “I feel like I am part of this school.”

#### *Student SEL survey:*

Separate than the annual stakeholder experience survey, our “students” also take the CORE DISTRICTS Social Emotional Learning (SEL) survey in the fall and spring. The SEL survey asks questions in additional four topics which include indicators for social-emotional competencies:

- Growth Mindset;
- Self-Efficacy;
- Self-Management;
- Social Awareness.

As part of our MTSS efforts school leadership, teachers, and support staff analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the

spring to measure growth, identify greatest progress and needs in order to inform our next steps.

**Note:** This document is about our reflections on the annual stakeholder experience survey results. Our reflections on the student SEL surveys are provided in a separate document.

### **Survey Participation Rates:**

Survey Participation Rates	Student	Family	Staff
Spring 2019 Survey Participation Rates:	100	86.8	100
Spring 2018 Survey Participation Rates:	99.4	84.2	100
Change since Spring 2018: <i>(percentage points)</i>	+6	+2.6	0
Next Year Survey Participation Targets:	≥80.0%	≥80.0%	≥80.0%
<p><b>Findings:</b></p> <p>Talk about your participation rates here: any change from last year, what helped to improve response rates, do you have a higher response rate through email or paper, etc.</p> <p>From last spring to this year, 2019, we have seen an increase in student participation rate in our survey. Our survey participation rate for families show that we increased by two points and that our staff survey is a 100 percent last year and this year. We are fortunate that we are a smaller school and that we can follow up with our staff, families, and students to complete the surveys.</p>			

### **Overall Satisfaction Rates:**

This rate measures our stakeholders' overall satisfaction with the school through their responses to the following question: **"Overall, I am satisfied and would recommend this school to other students / parents / educators."**

Overall Satisfaction Rates	Student	Family	Staff
Spring 2019 Overall Satisfaction Rates:	78	100	93
Spring 2018 Overall Satisfaction Rates:	77	96	100
Change since Spring 2018: <i>(percentage points)</i>	+1	+4	-7.0
Next Year Overall Satisfaction Targets:	≥80.0%	≥80.0%	≥80.0%
<p><b>Findings:</b></p> <p>Talk about your overall satisfaction rates here: any change from last year, etc.... Maybe include some quotes here from the free-response that show how happy your stakeholders are?</p>			

From the student and family surveys, the responses that were positive and more frequent than others were;

It's small and everybody knows each other

Rewards for positive points

teachers are nice and helpful

Vending machines

Tasteful uniforms.

Rules and discipline

Family-like

Good communication

Caring teachers

Support from other staff and admin

The safe, small, positive learning environment

Respectable and cooperative staff members

One of the areas that we dropped in was the safety of the school from teachers and staff members. From teachers and staff members survey, the harassment, lack of respect by students, and disruptive students has increased from last year.

**Average Approval Rates:**

Student Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2018 (percentage points)
Climate of Support for Academic Learning	78	60-79th percentile	+ 8
Knowledge and Fairness of Discipline, Rules and Norms	66	40th-59th percentile	+6
Safety	71	60-79th percentile	5
Sense of Belonging (School Connectedness)	63%	60-79th percentile	- 10

Family Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2018 (percentage points)
Climate of Support for Academic Learning	100	80th - 99th percentile	+ 2
Knowledge and Fairness of Discipline, Rules and Norms	99	80th - 99th percentile	+3
Safety	98	80th - 99th percentile	+2
Sense of Belonging (School Connectedness)	100	80-99th percentile	+2

Staff Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2018 (percentage points)
Climate of Support for Academic Learning	100	80th - 99th percentile	0
Knowledge and Fairness of Discipline, Rules and Norms	100	80th - 99th percentile	+4
Safety	79	40th-59th percentile	-6
Sense of Belonging (School Connectedness)	90	80-99th percentile	-7

Average approval rate measures our stakeholders' average approval rating based on their responses to **ALL** questions with a rating.

Average Approval Rates	Student	Family	Staff
Spring 2019 Average Approval Rates:	70.0%	99.0%	94.0%
Spring 2018 Average Approval Rates:	62.0%	97.0%	95.0%
Change since Spring 2018: (percentage points)	+ 8.0	+ 2.0	- 1.0
Next Year Average Approval Targets:	≥70.0%	≥80.0%	≥80.0%



**Survey Findings:**

The following are our findings based on the average approval rates and breakdown of our survey results, including our greatest progress and needs.

**Findings Based on Average Approval Rates of Survey Topics/Questions:**

Talk about your average approval rates here: any change from last year, answer the following questions, etc.

The approval rates for the family and students have increased by a few points. However, for our staff overall approval rate, it dropped by one percent. One of the reasons why we dropped may be from students who give teachers a difficult time. The teachers feel that they are being harassed, shown a lack of respect by students, and see an increasing amount of disruptive students (a -7% drop in safety). Also, the sense of belonging dropped by -7% as well. There was one response where the teacher did not feel that they felt that they belonged to our school.

**GREATEST PROGRESS:**

Considering the average approval rates for each topic, what strengths were visible in each survey type: student, family, staff? Which topics and questions have the highest approval rates? What are you most proud of? How do you plan to maintain or build upon that success?

From the student surveys, the top two increases were in safety/sense of belonging. According to the survey, there was a 15% increase for feeling safe at our school and a 14% increase for feeling like they are a part of the school. We hope that we can create a safe, learning environment for our school and that we are able to get closer to 100%.

**GREATEST NEEDS:**

Considering the average approval rates for each topic, what areas for improvement emerged? Which topics and questions have the lowest approval rates? What are areas that need your close attention? Are there any gaps, i.e., are there any topics or questions for which approval rate for any student group is below the "all student" approval rate? What steps is the school planning to take to address these areas with the greatest need for improvement?

**OPTIONAL:** What was most surprising?

**NOTE:** This is a template to help you. You can be CREATIVE in your responses, include charts, etc. But you must include certain information, e.g., participation and average approval rates, targets, progress, needs, etc.

From the staff survey, the two areas that we dropped in was in the categories, sense of belonging and safety. As mentioned before, the teachers feel that they are being harassed, shown a lack of respect by students, and see an increasing amount of disruptive students (a -7% drop in safety). Also, the sense of belonging dropped by -7% as well. There was one response where the one staff member did not feel that they felt that they belonged to our

school. This dropped our overall school experience by 7%.

### **Free-Response Findings:**

Along with the questions on the CORE survey instrument, MPS also asks stakeholders to respond to the following three open-ended questions so that they can state their thoughts openly: What do you like best about your school? What do you like least about your school? What is one suggestion you would like to offer to improve your school?

The responses to the above questions help us identify our greatest progress, greatest needs, and ways to improve so that we can maintain and improve the educational quality of our schools on an ongoing basis.

### **Findings Based on Free-Response Questions:**

#### **WHAT DO YOU LIKE BEST ABOUT YOUR SCHOOL? (GLOWS)**

Considering the free responses to this question, what strengths were visible in each survey type: student, family, staff? Are there any patterns? What are you most proud of based on the responses? How do you plan to maintain or build upon that success?

- Small school and class size with a family atmosphere
- Caring and approachable teachers and admin
- Personalized instruction
- Welcoming and safe learning environment
- Consistency in administration and office staff
- We will do our best to hold onto good teachers and to create a stronger staff/bond with one another

#### **WHAT DO YOU LIKE LEAST ABOUT YOUR SCHOOL? (GROWS)**

Considering the free responses to this question, what areas for improvement emerged in each survey type: student, family, staff? Are there any patterns? What are areas that need your close attention? Are there any gaps, i.e., are there any areas that need to be improved for any student group?

- Facilities (bathrooms, remodeling, lockers, etc.)
- Extracurriculars (sports, art, music, etc.)
- Student discipline
- Extended after school option till 6 pm
- Food
- We will need to budget very carefully in order to make improvements on the grows.

#### **WHAT IS ONE SUGGESTION YOU WOULD LIKE TO OFFER TO IMPROVE YOUR SCHOOL?**

**(SUGGESTIONS)**

Considering the free responses to this question, what suggestions for improvement emerged in each survey type: student, family, staff? Are there any patterns?

Our school may want to focus on building better relationships with our families by having more family type of events. This would help encourage parents to be a part of the school, which we are currently lacking. We would like for our parents to become more involved in all aspects of the school in order to become a complete school. Currently, our PTF participation is low and our parent involvement seems to be at an all-time low as well. We need to create programs to help motivate and incentive parents to come to our school and be a part of our school, making it “our” school.

**NEXT STEPS**

Which suggestions is the school planning to implement? What steps is the school planning to take to implement such suggestions to improve the school?

- Utilizing Prop.39 funds and following up with Patrick and following up with the landlord to renovate the facilities
- Having more extracurricular clubs and activities (art contest, talent show, games with other schools)
- Training new teachers during summer in-service and following up with class observations
- We can apply for ASES grant and mention about our students with learning disabilities population.
- Having various companies as vendors for next year and having students decide for the company

## MAGNOLIA SCIENCE ACADEMY - 7

### 2018-19 STAKEHOLDER SURVEY REFLECTIONS

#### **Introduction:**

Stakeholder voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what are areas for improvement so we can continue to provide our students with the best quality education. MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement.

#### *Annual stakeholder experience survey:*

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- Climate of Support for Academic Learning;
- Knowledge and Fairness of Discipline, Rules and Norms;
- Safety;
- Sense of Belonging (School Connectedness).

Some sample questions on the survey include:

- “This school is a supportive and inviting place for students to learn.”
- “All students are treated fairly when they break school rules.”
- “How safe do you feel when you are at school?”
- “I feel like I am part of this school.”

#### *Student SEL survey:*

Separate than the annual stakeholder experience survey, our “students” also take the CORE DISTRICTS Social Emotional Learning (SEL) survey in the fall and spring. The SEL survey asks questions in additional four topics which include indicators for social-emotional competencies:

- Growth Mindset;
- Self-Efficacy;
- Self-Management;
- Social Awareness.

As part of our MTSS efforts school leadership, teachers, and support staff analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the

spring to measure growth, identify greatest progress and needs in order to inform our next steps.

**Note:** This document is about our reflections on the annual stakeholder experience survey results. Our reflections on the student SEL surveys are provided in a separate document.

### **Survey Participation Rates:**

Survey Participation Rates	Student	Family	Staff
Spring 2019 Survey Participation Rates:	99.1%	83.3%	100%
Spring 2018 Survey Participation Rates:	98.7%	98.3%	90%
Change since Spring 2018: <i>(percentage points)</i>	+0.4	-15.3	+10
Next Year Survey Participation Targets:	≥95.0%	≥85.0%	≥95.0%

#### **Findings:**

Other than Family surveys there is a an increase in the survey participation. We believe that the technical issues caused higher participation rate in 2018. Still our goal is having participation rate more than 85% for the following years.

### **Overall Satisfaction Rates:**

This rate measures our stakeholders' overall satisfaction with the school through their responses to the following question: "**Overall, I am satisfied and would recommend this school to other students / parents / educators.**"

Overall Satisfaction Rates	Student	Family	Staff
Spring 2019 Overall Satisfaction Rates:	89%	98%	95%
Spring 2018 Overall Satisfaction Rates:	86%	99%	86%
Change since Spring 2018: <i>(percentage points)</i>	+3.0	-1.0	+9.0
Next Year Overall Satisfaction Targets:	≥85.0%	≥95.0%	≥90.0%

**Findings:** There is a slightly decrease in parent overall satisfaction and there are increases in all other areas. Some of the free responses as:

Students:

What I like best about this school is if you don't understand **stuff** , the **teachers** help you learn it and you get better at it. The **teachers** also are very caring to all of us.

Family:

(+) Being a **small school** , I like strong connection between, **staff** , **students** and **parents** .

(-) I don't like that there is **sand** in the school playgrounds

Staff:

(+) Parent involvement and support to the staff professionalizing.

The collaborative feel between teaching staff and admin

(-) Our facilities, because they are run down and we only have easy access to one adult bathroom.

**Average Approval Rates:**

Student Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2018 (percentage points)
Climate of Support for Academic Learning	82%	20th-39th percentile	-1
Knowledge and Fairness of Discipline, Rules and Norms	77%	20th-39th percentile	+3
Safety	65%	60th-79th percentile	+3
Sense of Belonging (School Connectedness)	76%	20th-39th percentile	+2

Family Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2018 (percentage points)
Climate of Support for Academic Learning	98 %	80th-99th percentile	-1
Knowledge and Fairness of Discipline, Rules and Norms	98 %	80th-99th percentile	+1
Safety	98 %	80th-99th percentile	0
Sense of Belonging (School Connectedness)	98 %	80th-99th percentile	0

**Staff Survey:**

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2018 (percentage points)
Climate of Support for Academic Learning	100%	80th-99th percentile	+4
Knowledge and Fairness of Discipline, Rules and Norms	96%	80th-99th percentile	+1
Safety	94%	80th-99th percentile	+8
Sense of Belonging (School Connectedness)	89%	80th-99th percentile	-2

Average approval rate measures our stakeholders' average approval rating based on their responses to **ALL** questions with a rating.

Average Approval Rates	Student	Family	Staff
Spring 2019 Average Approval Rates:	75%	98 %	95 %
Spring 2018 Average Approval Rates:	69%	98 %	92 %
Change since Spring 2018: (percentage points)	+ 6	0	+3.0
Next Year Average Approval Targets:	≥80 %	≥95.0 %	≥95 %

**Survey Findings:**

The following are our findings based on the average approval rates and breakdown of our survey results, including our greatest progress and needs.

<p><b>Findings Based on Average Approval Rates of Survey Topics/Questions:</b></p> <p>GREATEST PROGRESS:</p> <p>Student needs addressed more with additional support programs. Staff and Parent overall approval is within the high percentile. Art and STEM collaboration is built in 2018-2019 school year.</p> <p>GREATEST NEEDS:</p> <p>Facility improvement (sand, IT, etc.)</p> <p>Bathroom and cafeteria</p>
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Continue developing and training PBIS implementation for all staff

Sports and music programs

Continue refinement and communication of safety procedures

**Free-Response Findings:**

Along with the questions on the CORE survey instrument, MPS also asks stakeholders to respond to the following three open-ended questions so that they can state their thoughts openly: What do you like best about your school? What do you like least about your school? What is one suggestion you would like to offer to improve your school?

The responses to the above questions help us identify our greatest progress, greatest needs, and ways to improve so that we can maintain and improve educational quality of our schools on an ongoing basis.

**Findings Based on Free-Response Questions:**

**WHAT DO YOU LIKE BEST ABOUT YOUR SCHOOL? (GLOWS)**

Small community school and class size

Stakeholders feel welcomed and supported; there is collaboration among stakeholders

Strong, consistent teaching staff

High quality education

After school programs

**WHAT DO YOU LIKE LEAST ABOUT YOUR SCHOOL? (GROWS)**

Facility improvement (sand, IT, etc.)

Bathroom and cafeteria

Continue developing and training PBIS implementation for all staff

Sports and music programs

Continue refinement and communication of safety procedures



WHAT IS ONE SUGGESTION YOU WOULD LIKE TO OFFER TO IMPROVE YOUR SCHOOL?

**(SUGGESTIONS)**

- 1) The principal will create a plan and work with the Home Office on improvement of the facilities by the end of June.
- 2) IT issues will be addressed during spring break.
- 3) Trainings for staff and assemblies for students on PBIS during summer in-service
- 4) Plan for a music program this summer; explore fundraising options in August
- 5) Work with the community to increase safety around the campus; communicate safety rules (driving, signs, etc.) with stakeholders

**NEXT STEPS**

All suggestions are taken into consideration. IT issues(2) have been addressed during the Spring Break 2019. All switches have been modernized, fiber cabling has been done between the buildings, all rooms have better wireless access points. The total cost was \$30K. There will be E-Rate reimbursement. With it we are planning to improve all teacher, office and admin computer desktops. The playground and restroom improvements will be done in June 2019. Site visits are continuing with the constructing companies. Number (3), (4),(5) are on the agenda.

Additionally, we are planning to have more and concentrated parent workshops to have adequate parental support for our students during the 2018-2019 school year.

## **MAGNOLIA SCIENCE ACADEMY - BELL**

### **2018-19 STAKEHOLDER SURVEY REFLECTIONS**

#### **Introduction:**

Stakeholder voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what are areas for improvement so we can continue to provide our students with the best quality education. MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement.

#### **Annual stakeholder experience survey:**

MPS uses the CORE DISTRICTS survey instrument developed by WestEd for the California Department of Education as our annual stakeholder experience survey. The survey includes questions for school climate indicators which include the following four topics for students, families, and staff:

- Climate of Support for Academic Learning;
- Knowledge and Fairness of Discipline, Rules and Norms;
- Safety;
- Sense of Belonging (School Connectedness).

Some sample questions on the survey include:

- “This school is a supportive and inviting place for students to learn.”
- “All students are treated fairly when they break school rules.”
- “How safe do you feel when you are at school?”
- “I feel like I am part of this school.”

#### **Student SEL survey:**

Separate than the annual stakeholder experience survey, our “students” also take the CORE DISTRICTS Social Emotional Learning (SEL) survey in the fall and spring. The SEL survey asks questions in additional four topics which include indicators for social-emotional competencies:

- Growth Mindset;
- Self-Efficacy;
- Self-Management;
- Social Awareness.

As part of our MTSS efforts school leadership, teachers, and support staff analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the

spring to measure growth, identify greatest progress and needs in order to inform our next steps.

**Note:** This document is about our reflections on the annual stakeholder experience survey results. Our reflections on the student SEL surveys are provided in a separate document.

### **Survey Participation Rates:**

Survey Participation Rates	Student	Family	Staff
Spring 2019 Survey Participation Rates:	100%	95.4%	100%
Spring 2018 Survey Participation Rates:	100%	100%	100%
Change since Spring 2018: <i>(percentage points)</i>	0	-4.6	0
Next Year Survey Participation Targets:	≥90.0%	≥90.0%	≥90.0%

#### **Findings:**

The participation rate was very similar to the prior year. The difference comes in family participation. The high participation rate is sustained through student incentive and utilizing advisory courses to complete the survey. Family surveys can be a challenge for tracking due to paper-based surveys and online surveys. Although small chance, there is a possibility that families that have completed both paper and online. The online survey is a convenience for families, but only a small percentage are able to access online. As a school, we will need to continue using paper-based as it is most convenient for our families.

### **Overall Satisfaction Rates:**

This rate measures our stakeholders' overall satisfaction with the school through their responses to the following question: **"Overall, I am satisfied and would recommend this school to other students / parents / educators."**

Overall Satisfaction Rates	Student	Family	Staff
Spring 2019 Overall Satisfaction Rates:	71%	94%	86%
Spring 2018 Overall Satisfaction Rates:	68%	96%	78%
Change since Spring 2018: <i>(percentage points)</i>	+3.0	-2.0	+8.0
Next Year Overall Satisfaction Targets:	≥80.0%	≥90.0%	≥85.0%

#### **Findings:**

The stakeholder survey has shown growth and continual high marks from all 3 stakeholders. Through a thorough review of the survey responses, a theme that will need further attention is student interaction with staff and one another. This will be a focus as we enter into the 2019-20 school year. Safety and learning experience is recognized

by all stakeholders as an area of strength. This is maintained by the staff through the constant attention and care that is afforded to every child. Safety continues to be a priority because it is important to maintain an environment that is conducive for learning.

**Average Approval Rates:**

Student Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2018 (percentage points)
Climate of Support for Academic Learning	79%	60th-79th percentile	-1
Knowledge and Fairness of Discipline, Rules and Norms	69%	60th-79th percentile	-3
Safety	70%	60th-79th percentile	+7
Sense of Belonging (School Connectedness)	67%	60th-79th percentile	0

Family Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2018 (percentage points)
Climate of Support for Academic Learning	96%	60th-79th percentile	-2
Knowledge and Fairness of Discipline, Rules and Norms	94%	60th-79th percentile	-1
Safety	95%	60th-79th percentile	0
Sense of Belonging (School Connectedness)	94%	60th-79th percentile	-1

Staff Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2018 (percentage points)
Climate of Support for Academic Learning	98%	80th-99th percentile	+6

Knowledge and Fairness of Discipline, Rules and Norms	86%	40th-59th percentile	+9
Safety	71%	20th-39th percentile	-1
Sense of Belonging (School Connectedness)	85%	60th-79th percentile	+13

Average approval rate measures our stakeholders' average approval rating based on their responses to **ALL** questions with a rating.

Average Approval Rates	Student	Family	Staff
Spring 2019 Average Approval Rates:	71%	94%	86%
Spring 2018 Average Approval Rates:	68%	96%	78%
Change since Spring 2018: <i>(percentage points)</i>	+3.0	-2.0	+8.0
Next Year Average Approval Targets:	≥80.0%	≥90.0%	≥85.0%

**Survey Findings:**

The following are our findings based on the average approval rates and breakdown of our survey results, including our greatest progress and needs.

**Findings Based on Average Approval Rates of Survey Topics/Questions:**

The following has been identified as strength from our students:

1. All topics are within the 60th-79th percentile in comparison with CORE District data set
2. Safety is the greatest area of growth
3. All topics are higher in comparison to MPS

Most students do identify friendship as an important aspect of the learning community. Although, relationships are essential especially within the learning community in the middle school age group. This can diminish the academic priorities of our school mission and vision to prepare students to be college and career ready. Emphasizing education and the importance of developing the skills to be competitive in academia will be a continual focus for the 2019-20 school year.

The following has been identified as strength from our families:

1. All topics are within the 60th-79th percentile in comparison with CORE District data set
2. Strong learning climate that welcomes students and families

### 3. Strong school structure (discipline)

As a school, our goal is to continually meet the target goals in this area. Safety is a major priority for our families. Safety through maintaining constant supervision and ensuring the socioemotional development our children has been essential for creating a welcoming environment and learning experience for all stakeholders.

The following has been identified as strength from our staff:

1. Overall School Experience at 95%, higher than the MPS average
2. Climate for learning and Sense of Belonging is within the 80th-99th percentile in comparison with CORE District datasets
3. The staff has a supportive climate that encourages creativity

MSA Bell has a difficult environment, the administration is aware of the challenges and dedicates time and effort to ensure that the staff is provided supports necessary to be successful in their duties. Collectively, work is being done on trauma-informed instruction and creation of more consistent instructional systems across grade levels to ensure the learning experience for all stakeholders continues to be a positive one.

#### GREATEST PROGRESS:

1. Students - Safety 7 percentile point increase and ranks in the 60th-79th percentile compared to others in the CORE District dataset
2. Families - Climate of support for academic learning has a favorable percentage of 96% and ranks in the 60th-79th percentile compared to others in the CORE District dataset
3. Teachers & Staff - Overall school experience has increased by 20 percentile points compared to the prior school year

#### GREATEST NEEDS:

1. Students - Sense of Belonging/Connectedness is the least favorable at 67% ( 60th-79th percentile compared to others in the CORE District dataset)
2. Families - Climate of support for academic learning has a favorable percentage of 96% and ranks in the 60th-79th percentile compared to others in the CORE District dataset
3. Teachers & Staff - Overall school experience has increased by 20 percentile points compared to the prior school year

#### **Free-Response Findings:**

Along with the questions on the CORE survey instrument, MPS also asks stakeholders to respond to the following three open-ended questions so that they can state their thoughts openly: What do you like best about your school?

What do you like least about your school? What is one suggestion you would like to offer to improve your school?

The responses to the above questions help us identify our greatest progress, greatest needs, and ways to improve so that we can maintain and improve educational quality of our schools on an ongoing basis.

### **Findings Based on Free-Response Questions:**

#### **WHAT DO YOU LIKE BEST ABOUT YOUR SCHOOL? (GLOWS)**

Upon analysis of the stakeholder responses, the following was collected as 'glows' for our learning community:

1. Students - Friendships; Caring Teachers; Sports Teams and Facilities; Muffins
2. Families - Staff members attentive to the needs of students; High-quality academic education; School Discipline Structure and Culture of the school; and Communication through various forms
3. Teachers & Staff - Support from administration team; Academic freedom; and Welcoming environment that feels like home

Creating a safe environment that is essential for a positive learning experience to close the achievement gap and it is the main focus of all stakeholders. The main and continuous focus is centered on teacher development and empowering families to understand and utilize the various resources that our school has to offer, including maximizing the Online Learning Platform in core courses to help students become college and career ready.

Although student friendships are essential in creating a welcoming environment and a sense of belongingness, it is essential to ensure that the friendships do not supersede the importance of creating a learning environment that will close the achievement gap and create a learning experience that increases college and career readiness.

#### **WHAT DO YOU LIKE LEAST ABOUT YOUR SCHOOL? (GROWS)**

Upon analysis of the stakeholder responses, the following was collected as 'grows' for our learning community:

1. Students - Student disruption; Teacher quality; Summit Learning; Uniform
2. Families - Cafeteria food; Uniform; School traffic; Co-Location; Student behavior
3. Teachers & Staff - Student disruption and discipline; High turnover rate; School Activities; Substitutes

Disruption of student learning by other students is the main theme identified by all stakeholders. Creating a collective narrative of the mission and vision of the school is essential and provided. The challenge is not every stakeholder is accepting of the expectations. The future engagement and articulation of the mission and vision of our learning community will be an area of focus into the upcoming school year. Professional development in the area of high engaging lessons and creation of behavioral expectation matrices is anticipated to assist in the learning experience for all stakeholders.

Other items such as Summit Learning Platform, homework, and uniform are areas of accountability that often do not settle well with students. Some of the future initiatives are to empower families to understand the importance of these tools in the goal to make our student college and career ready. Other priorities include developing advance

pathways for students to expand the learning experience beyond Advance Math Pathway (AMP), as well as redefining the intervention courses and pathway to utilizing the access of information that is made readily available for all stakeholders.

WHAT IS ONE SUGGESTION YOU WOULD LIKE TO OFFER TO IMPROVE YOUR SCHOOL?

**(SUGGESTIONS, NEXT STEPS)**

Suggestions and further development are listed within this document, below are quick highlights:

1. Redesigning advisory courses to best serve student groups
2. Continual development in utilizing data to inform instruction
3. Redesign lesson plans and curriculum maps to embrace areas of opportunities and project-based learning
4. Design of schoolwide and grade level behavior expectation matrices
5. Professional Development for families in personalized learning and the learning platform



## **MAGNOLIA SCIENCE ACADEMY - SAN DIEGO**

### **2018-19 STAKEHOLDER SURVEY REFLECTIONS**

#### **Introduction:**

Stakeholder voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what are areas for improvement so we can continue to provide our students with the best quality education. MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement.

#### **Annual stakeholder experience survey:**

MPS uses the CORE DISTRICTS survey instrument developed by WestEd for the California Department of Education as our annual stakeholder experience survey. The survey includes questions for school climate indicators which include the following four topics for students, families, and staff:

- Climate of Support for Academic Learning;
- Knowledge and Fairness of Discipline, Rules and Norms;
- Safety;
- Sense of Belonging (School Connectedness).

Some sample questions on the survey include:

- “This school is a supportive and inviting place for students to learn.”
- “All students are treated fairly when they break school rules.”
- “How safe do you feel when you are at school?”
- “I feel like I am part of this school.”

#### **Student SEL survey:**

Separate than the annual stakeholder experience survey, our “students” also take the CORE DISTRICTS Social Emotional Learning (SEL) survey in the fall and spring. The SEL survey asks questions in additional four topics which include indicators for social-emotional competencies:

- Growth Mindset;
- Self-Efficacy;
- Self-Management;
- Social Awareness.

As part of our MTSS efforts school leadership, teachers, and support staff analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the

spring to measure growth, identify greatest progress and needs in order to inform our next steps.

**Note:** This document is about our reflections on the annual stakeholder experience survey results. Our reflections on the student SEL surveys are provided in a separate document.

### **Survey Participation Rates:**

Survey Participation Rates	Student	Family	Staff
Spring 2019 Survey Participation Rates:	89.2%	55.4%	88.2%
Spring 2018 Survey Participation Rates:	88.7%	50.4%	86.7%
Change since Spring 2018: <i>(percentage points)</i>	+0.5	+5	+1.5
Next Year Survey Participation Targets:	≥80.0%	≥60.0%	≥80.0%
<p><b>Findings:</b></p> <p>We had an increase in student, family, and staff participation rates this year. We think the reason for the increase in family participation was due to the voice messages, newsletters, and reminders at parent meetings. The staff was given time during a staff meeting to ensure even more participation completing the survey. Students were given the survey during their weekly Life Skills class. Students who were present on their Life Skills class day were able to complete the survey during that class period.</p>			

### **Overall Satisfaction Rates:**

This rate measures our stakeholders' overall satisfaction with the school through their responses to the following question: "**Overall, I am satisfied and would recommend this school to other students / parents / educators.**"

Overall Satisfaction Rates	Student	Family	Staff
Spring 2019 Overall Satisfaction Rates:	64%	92%	83%
Spring 2018 Overall Satisfaction Rates:	76%	92%	88%
Change since Spring 2018: <i>(percentage points)</i>	-12	same	-5
Next Year Overall Satisfaction Targets:	≥80.0%	≥80.0%	≥80.0%
<p><b>Findings:</b></p> <p>There was a decrease in both the student and staff satisfaction rates this school year. One of the main reasons was</p>			

because with the transition from CoolSIS to Illuminate, we lost the behavior points component. In an effort to document when students broke school/ classroom rules, a system was created by teachers called “strikes.” Teachers were upset that there wasn’t a plug and play system that was rolled out by home office and/or our school site. Students were upset that the temporary system didn’t include a positive point component, and since students didn’t have access to the point system, they felt they were not in the loop and teachers would give them strikes unfairly.

Teachers also agreed with students that the facility is a concern. There are issues that are ongoing despite being promised that improvements and additions would be made. Things like not having sinks in the Science rooms and art room were mentioned in the free responses.

Our family rates stayed the same. Based on survey results and free responses, families are happy with the quality of education, small school setting, dedicated teachers, and extracurricular options we provide their children.

### **Average Approval Rates:**

#### Student Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2018 (percentage points)
Climate of Support for Academic Learning	60%	0th-19th percentile	-10
Knowledge and Fairness of Discipline, Rules and Norms	51%	0th-19th percentile	-11
Safety	54%	0th-19th percentile	0
Sense of Belonging (School Connectedness)	47%	0th-19th percentile	-11

#### Family Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2018 (percentage points)
Climate of Support for Academic Learning	96%	60th-79th percentile	+1
Knowledge and Fairness of Discipline, Rules and Norms	94%	60th-79th percentile	+5
Safety	97%	80th-99th percentile	+1

Sense of Belonging (School Connectedness)	94%	60th-79th percentile	+2
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**Staff Survey:**

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2018 (percentage points)
Climate of Support for Academic Learning	95%	60th-79th percentile	-2
Knowledge and Fairness of Discipline, Rules and Norms	81%	20th-39th percentile	-5
Safety	78%	40th-59th percentile	+16
Sense of Belonging (School Connectedness)	87%	60th-79th percentile	+3

Average approval rate measures our stakeholders' average approval rating based on their responses to **ALL** questions with a rating.

Average Approval Rates	Student	Family	Staff
Spring 2019 Average Approval Rates:	53.0%	95.0%	85.0%
Spring 2018 Average Approval Rates:	66.0 %	92.0%	84.0%
Change since Spring 2018: (percentage points)	-13.0	+ 3.0	+1.0
Next Year Average Approval Targets:	≥70.0%	≥80.0%	≥80.0%

**Survey Findings:**

The following are our findings based on the average approval rates and breakdown of our survey results, including our greatest progress and needs.

<p><b>Findings Based on Average Approval Rates of Survey Topics/Questions:</b></p> <p><b>GREATEST PROGRESS:</b></p> <p>Considering the average approval rates from each of our stakeholders, we noted that our greatest strengths are in the areas of communication with families, our strong academic program, our family-like school environment, our small class sizes, student safety, and the variety of after school clubs, teams, tutoring, and events.</p>
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**GREATEST NEEDS:**

Our stakeholders agreed that areas of growth would be in improving our facility, that we have work yet to do on creating a relationship centered school, implementing a learning management system/ single sign on for parents to be able to easily keep track of their child's coursework, adding a positive behavior management system, and increase the number of community building activities so all feel more connected to the school.

**NEXT STEPS:**

One of the next steps we are planning for the upcoming school year is to implement a schoolwide MTSS aligned positive behavior system. We are currently field testing a positive points system called Kickboard with our seventh grade students and teachers. In addition, we initiated using Parent Square in the front office to communicate with families and teachers. In the upcoming school year, we will use Parent Square schoolwide thereby increasing communication from teachers to parents as well.

Another step we are taking is to initiate the use of a learning management system so that there is consistency and easy access to the daily lessons and assignments from teachers. This will additionally allow parents to have access to programs students use consistently in the classrooms. Also, we will increase the number and quality of our professional development in order to facilitate better relationships between staff and students so that there will be an increase in students' sense of well-being when they are at school.

An additional step we will be working toward reaching is that although we have many activities and events during the school year, a more concerted effort will be made to invite and involve the community in our activities so that we are providing a space where all stakeholders are welcome.

Lastly, a concern brought up by all stakeholders in the surveys was the facility improvements. Although we were able to paint the classrooms, the sinks in science and art classes, permanent lunch shelter and classroom cabinets are some of the pending facility needs.

**Free-Response Findings:**

Along with the questions on the CORE survey instrument, MPS also asks stakeholders to respond to the following three open-ended questions so that they can state their thoughts openly: What do you like best about your school? What do you like least about your school? What is one suggestion you would like to offer to improve your school?

The responses to the above questions help us identify our greatest progress, greatest needs, and ways to improve so that we can maintain and improve educational quality of our schools on an ongoing basis.

**Findings Based on Free-Response Questions:**

**WHAT DO YOU LIKE BEST ABOUT YOUR SCHOOL? (GLOWS)**

Students:

What students found most that they liked are their peers, their teachers, the programming that the school has to offer, and our small learning community. The overwhelming response from students is that they like their peers. It appears like a little over half of the free responses indicated that our students like spending time with their friends. They also reported that they like their teachers. Students reported that they like the academic programming of our school both during and after school. Lastly, students liked and referenced the small learning community of Magnolia Science Academy of San Diego.

Families:

- diverse faculty, student and staff population
- approachable staff, caring and responsive teachers
- uniforms
- after school clubs and tutoring
- small in size, community feel

“The principal and administration are very attentive. They are great. They listen to our concerns and address any issues quickly and fairly. They communicate well with us. We also like the variety of activities.” Parent

“Teachers and staff go above and beyond to help students be successful” Parent

Staff:

- Small community; feels like family; teachers and students interact in a way to build a sense of community and respect
- The school culture is very positive
- Support from the principal; always makes time to listen to staff and do not hesitate to address any student or parent issue
- Supportive dean of academics; support from fellow staff members
- Freedom to teach content

**WHAT DO YOU LIKE LEAST ABOUT YOUR SCHOOL? (GROWS)**

Students:

- Dress code/ Uniform

- School lunches could be better
- Homework
- Old Chromebooks

Families:

- Facility - too small, not having a permanently covered lunch area
- Illuminate - change was stressful
- Too Many Portals- we need a single sign-on as well as consistency school-wide in learning management systems

Staff:

- Facility; put together facility does not provide everything.
- The office is limited on space for students who are sick or students who are waiting for admin

WHAT IS ONE SUGGESTION YOU WOULD LIKE TO OFFER TO IMPROVE YOUR SCHOOL?

**(SUGGESTIONS)**

Students:

- Improve the school lunches
- Want liberty to use phones during break times
- Flexibility with the uniform policy
- Bring back our previous student information system

Families:

- Open competitive teams to more students
- Add a crosswalk, after school pick up
- Campus improvements- more shady structures

Staff:

- In addition to Saturdays , school beautification events can also be done on a school day after school. More student volunteers would help.
- Better facility; complete the promised facility updates
- Increase pay

**NEXT STEPS**

We will continue to make adjustments based on feedback from our stakeholders.

- Implement year 2 of Multi-Tiered System of Support
- Provide activities that support social-emotional learning (SEL)
- Implement an on-line PBIS system to recognize and reward our students
- Implement interventions that meets students academic and social emotional needs
- Continue our uniform policy and make necessary and reasonable adjustments
- Complete pending facility phase 3 improvements



## **MAGNOLIA SCIENCE ACADEMY - SANTA ANA**

### **2018-19 STAKEHOLDER SURVEY REFLECTIONS**

#### **Introduction:**

Stakeholder voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what are areas for improvement so we can continue to provide our students with the best quality education. MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement.

#### **Annual stakeholder experience survey:**

MPS uses the CORE DISTRICTS survey instrument developed by WestEd for the California Department of Education as our annual stakeholder experience survey. The survey includes questions for school climate indicators which include the following four topics for students, families, and staff:

- Climate of Support for Academic Learning;
- Knowledge and Fairness of Discipline, Rules and Norms;
- Safety;
- Sense of Belonging (School Connectedness).

Some sample questions on the survey include:

- “This school is a supportive and inviting place for students to learn.”
- “All students are treated fairly when they break school rules.”
- “How safe do you feel when you are at school?”
- “I feel like I am part of this school.”

#### **Student SEL survey:**

Separate than the annual stakeholder experience survey, our “students” also take the CORE DISTRICTS Social Emotional Learning (SEL) survey in the fall and spring. The SEL survey asks questions in additional four topics which include indicators for social-emotional competencies:

- Growth Mindset;
- Self-Efficacy;
- Self-Management;
- Social Awareness.

As part of our MTSS efforts school leadership, teachers, and support staff analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the

spring to measure growth, identify greatest progress and needs in order to inform our next steps.

**Note:** This document is about our reflections on the annual stakeholder experience survey results. Our reflections on the student SEL surveys are provided in a separate document.

### **Survey Participation Rates:**

Survey Participation Rates	Student	Family	Staff
Spring 2019 Survey Participation Rates:	93.0%	62.1%	96.3%
Spring 2018 Survey Participation Rates:	88.5%	74.5%	91.4%
Change since Spring 2018: <i>(percentage points)</i>	+4.5	-12.4	+4.9
Next Year Survey Participation Targets:	≥90.0%	≥80.0%	≥90.0%
<b>Findings:</b> In the student and staff participation rates, we see an significant increase (4.5 and 4.9)			

### **Overall Satisfaction Rates:**

This rate measures our stakeholders' overall satisfaction with the school through their responses to the following question: **"Overall, I am satisfied and would recommend this school to other students / parents / educators."**

Overall Satisfaction Rates	Student	Family	Staff
Spring 2019 Overall Satisfaction Rates:	59%	89%	75%
Spring 2018 Overall Satisfaction Rates:	61%	88%	51%
Change since Spring 2018: <i>(percentage points)</i>	-2%	+1.0	+24
Next Year Overall Satisfaction Targets:	≥70.0%	≥80.0%	≥78%
<b>Findings:</b> Talk about your overall satisfaction rates here: any change from last year, etc.... Maybe include some quotes here from the free-responses that show how happy your stakeholders are?			

**Average Approval Rates:**Student Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2018 (percentage points)
Climate of Support for Academic Learning	66%	20th-39th percentile	+ 1
Knowledge and Fairness of Discipline, Rules and Norms	56%	40th-59th percentile	- 2
Safety	60%	20th-39th percentile	+ 2
Sense of Belonging (School Connectedness)	52%	40th-59th percentile	- 3

Family Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2018 (percentage points)
Climate of Support for Academic Learning	57%	20th-39th percentile	+ 1
Knowledge and Fairness of Discipline, Rules and Norms	58%	40th-59th percentile	- 2
Safety	69%	20th-39th percentile	+ 2
Sense of Belonging (School Connectedness)	67%	40th-59th percentile	- 3

Staff Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2018 (percentage points)
Climate of Support for Academic Learning	86%	0-19th percentile	+4
Knowledge and Fairness of Discipline, Rules and Norms	69%	0-19th percentile	+9
Safety	57%	0-19th percentile	+3
Sense of Belonging (School Connectedness)	75%	20th-39th percentile	+14

Average approval rate measures our stakeholders' average approval rating based on their responses to **ALL** questions with a rating.

Average Approval Rates	Student	Family	Staff
Spring 2019 Average Approval Rates:	59%	97.0%	93.0%
Spring 2018 Average Approval Rates:	61%	95.0%	95.0%
Change since Spring 2018: <i>(percentage points)</i>	-2.0	+ 2.0	- 2.0
Next Year Average Approval Targets:	≥70.0%	≥80.0%	≥80.0%

### **Survey Findings:**

The following are our findings based on the average approval rates and breakdown of our survey results, including our greatest progress and needs.

#### **Findings Based on Average Approval Rates of Survey Topics/Questions:**

Talk about your average approval rates here: any change from last year, answer the following questions, etc.

#### **GREATEST PROGRESS:**

Considering the average approval rates for each topic, what strengths were visible in each survey type: student, family, staff? Which topics and questions have the highest approval rates? What are you most proud of? How do you plan to maintain or build upon that success?

Students: Students love the teachers the most. They also love the new gym and playground, and feel this is a safe environment for them to spend their day.

Family: The family surveys reflect they love the teachers the most. The safe environment, small class sizes, and communication home are very important to them too.

Staff: The staff feels the admin is more transparent this year, there are a lot more opportunities for dialogue and their feedback and the admin actually does what they say they are going to do. They are happier with the amount of communication, and they feel more supported this year.

#### **GREATEST NEEDS:**

Considering the average approval rates for each topic, what areas for improvement emerged? Which topics and questions have the lowest approval rates? What are areas that need your close attention? Are there any gaps, i.e.,

are there any topics or questions for which approval rate for any student group is below the “all student” approval rate? What steps is the school planning to take to address these areas with the greatest need for improvement?

**Students:** The students do not like the fact that we don’t have sports and grass. The food is another area of need and the students are very unsatisfied.

**Family:** Parking and the lack of a street sign is the number one thing that parents are dissatisfied with. They hate the lack of parking spaces and the fact that it takes 40 minutes to pick up their children after school. Another thing they are unhappy with is the teacher turnover and the amount of subs that are in the classroom.

**Staff:** Lack of discipline and consequences is the greatest need to the teachers. They also feel that staying until 4:00pm every day is not necessary unless they have a club or tutoring.

**Free-Response Findings:**

Along with the questions on the CORE survey instrument, MPS also asks stakeholders to respond to the following three open-ended questions so that they can state their thoughts openly: What do you like best about your school? What do you like least about your school? What is one suggestion you would like to offer to improve your school?

The responses to the above questions help us identify our greatest progress, greatest needs, and ways to improve so that we can maintain and improve educational quality of our schools on an ongoing basis.

**Findings Based on Free-Response Questions:**

**WHAT DO YOU LIKE BEST ABOUT YOUR SCHOOL? (GLOWS)**

Considering the free responses to this question, what strengths were visible in each survey type: student, family, staff? Are there any patterns? What are you most proud of based on the responses? How do you plan to maintain or build upon that success?

**Students:** Teachers, safe environment, friends, small classroom, gym, college opportunities, good education, ASB, paraprofessionals, playground, clubs, chromebooks, activities, field trips

**Family:** Teachers, staff, small class size, communication, activities, gym, parent training, K-12 school, summer school, after school programs, resources, clubs and tutoring,

**Staff:** Administrators, colleagues, students, teamwork, family, facility, gym, collaboration,

**WHAT DO YOU LIKE LEAST ABOUT YOUR SCHOOL? (GROWS)**

Considering the free responses to this question, what areas for improvement emerged in each survey type: student,

family, staff? Are there any patterns? What are areas that need your close attention? Are there any gaps, i.e., are there any areas that need to be improved for any student group?

**Students:** Food, no grass, no sports, uniforms, substitutes, disrespectful middle schoolers, lack of discipline, no sports equipment,

**Family:** Lack of parking, food, teacher turnover, communication, substitute teachers, supervision, lack of activities, dress code/uniform, afternoon pick up, discipline, no sports, no music electives, location,

**Staff:** Lack of discipline, lack of consequences, parking, lack of supplies, staying until 4:00, pay, no field,

WHAT IS ONE SUGGESTION YOU WOULD LIKE TO OFFER TO IMPROVE YOUR SCHOOL?

**(SUGGESTIONS)**

Considering the free responses to this question, what suggestions for improvement emerged in each survey type: student, family, staff? Are there any patterns?

**Students:**Grass field(soccer),Lunch,better substitute,Parking Spaces,Swing,more play equipments,More fun field trips,using phones at Lunch(HS),Sports,More electives,

**Family:**Parking,No block schedule,More volunteers/students for morning drop off,Sports,More Supervision,More Discipline,More HW and Projects,Better communication,Street school signs

**Staff:**Supervision & Discipline system,Enforce rules,Positive reinforcement,School Cultures,raise,Guest Speakers

**NEXT STEPS**

- By August teacher inservice, we will conduct PD on discipline policy and procedures with all supervision staff and teachers.
- Starting 2019-20 school year, veteran/mentor teachers will support first and second year teachers on a weekly basis.
- All admin, office, and staff members will be on the same page and communicate with all stakeholders using all platforms of communication.
- Pay raise, more roundtable discussions, and teacher involvement in school decisions & planning
- Dashboard placards and other measures to ease after school flow of traffic.

# Cover Sheet

## Progress on Meeting Local Performance Indicators on the CA School Dashboard

**Section:** IV. Information/Discussion Items  
**Item:** B. Progress on Meeting Local Performance Indicators on the CA  
School Dashboard  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** IV B Local Indicator Progress.pdf



Board Agenda Item #	IV B- Discussion Item
Date:	May 9, 2019
To:	Magnolia Board of Directors – Stakeholders Committee
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	David Yilmaz, Chief Accountability Officer
RE:	MPS' Progress on Meeting Local Performance Indicators on the CA School Dashboard

### Proposed Board Recommendation

Information/Discussion Item. There is no requirement for the board to approve the schools' reports on meeting the local indicators.

### Background

State data is not available for some priority areas identified in the Local Control Funding Formula law. For these priority areas, the State Board of Education approved the local indicators, which are based on information that local educational agencies collect locally. The local indicators are:

- Basic Services and Conditions (Priority 1)
- Implementation of State Academic Standards (Priority 2)
- Parent Engagement (Priority 3)
- School Climate (Priority 6)
- Access to a Broad Course of Study (Priority 7)

Local educational agencies receive one of three ratings based on whether they have measured and reported their progress through the Dashboard using locally collected data. The ratings are: Met, Not Met, or Not Met for Two or More Years. For example, on the local indicator for Implementing State Academic Standards (Priority 2), the local educational agency would receive a Met rating if it:



- Measures its progress on the local indicator based on locally available information, and
- Reports the results to the LEA's local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.

The following are the questions each LEA responds to in the CA School Dashboard to report their progress.

### ***Basic Services and Conditions (Priority 1)***

Use locally available information, including data from the CDE's School Accountability Report Card (SARC), to measure progress and respond to the three prompts in the self-reflection tool included in the Dashboard:

- Teacher misassignments
- Student access to instructional material
- Conditions of school facilities

### ***Implementation of State Academic Standards (Priority 2)***

The local educational agency is asked to summarize its progress in implementing the academic standards adopted by the State Board of Education, based on the locally selected measures or tools.

### ***Parent Engagement (Priority 3)***

Standard: The local educational agency (LEA) annually measures its progress in: (1) seeking input from parents in decision making; and (2) promoting parental participation in programs, and reports the results to its local governing board at a regularly scheduled meeting and to stakeholders and the public through the California School Dashboard (Dashboard).

This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-making

### ***School Climate (Priority 6)***

Standard: Local educational agency administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the local educational agency serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the California School Dashboard.

The local educational agency is asked to provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K-5, 6-8, 9-12).

### ***Access to a Broad Course of Study (Priority 7)***

Standard: Local educational agencies (LEAs) annually measure their progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs, and report the results to their local governing board at regularly scheduled meetings of the local governing board and to stakeholders and the public through the Dashboard.

For more information on local indicators please refer to: <https://www.cde.ca.gov/ta/ac/cm/localindicators.asp>

### ***Conclusion***

Our school leaders have used the self-reflection tools provided by the CDE to report out their evaluation of the progress the school makes towards meeting the local indicators in the five state priorities. The reports are attached for review of the board and the public before they are submitted to the CDE and made public via the CA School Dashboard. Deadline for submission to the CDE is typically around November. This item will be on the board agenda annually so that our schools can share their progress publicly and meet their local indicators.

Budget Implications

N/A

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

To have the local indicator report as a public information item is an LCFE requirement. Added benefit is that schools can share their progress on meeting the local indicators with the public before submitting it to the CDE via the CA School Dashboard.

Name of Staff Originator:

David Yilmaz, Chief Accountability Officer

Exhibits (Attachments):

- MPS Local Indicators – Fall 2019 (one for each MSA)

## Local Indicators

The State Board of Education (SBE) approved standards for the local indicators that support local educational agencies (LEAs) in measuring and reporting their progress within the appropriate priority area. For each local indicator, the approved standard includes:

1. Measuring LEA progress on the local indicator based on locally available information, and
2. Reporting the results to the LEA's local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.

For each applicable local indicator, LEAs assign one of three performance levels:

- Met
- Not Met
- Not Met for Two or More Years

LEAs make the determination for each applicable local indicator by using self-reflection tools to measure and report their progress through the Dashboard. The collection and reflection on locally available information relevant to progress on local priority areas will support LEAs in local planning and improvement efforts.

### Local Indicators that Apply to Charter Schools:

- **Priority 1:** Basic Services and Conditions
- **Priority 2:** Implementation of State Academic Standards
- **Priority 3:** Parent Engagement
- **Priority 6:** School Climate
- **Priority 7:** Access to a Broad Course of Study

**Note:** Self-reflection tool for Priority 3 has been revised by the SBE for Fall 2019 submission.

## MSA-1 Local Indicators - Fall 2019

**PRIORITY 1****Self-Reflection Tool for Priority 1: Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities**

This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities (Priority 1).

Standard: Local educational agency annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; and provides information annually on progress meeting this standard to its local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency uses locally available information, including data currently reported through the School Accountability Report Card, and determines whether it report the results to its local governing board and through the self-reflection tool below. In the future, this information will be auto-populated within the web-based evaluation rubrics system (California School Dashboard) for local educational agencies that use the California Department of Education's School Accountability Report Card template. Currently, all local educational agencies will need to provide the following information:

All fields marked with an asterisk (\*) are required

**Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions: \* 0**

**Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: \* 0**

**Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies): \* 0**

**Criteria:**

**Please assess the local educational agency performance on meeting the standard by designating the following: \***

**Met**

Not Met

Not Met For Two or More Years

MSA-1 Local Indicators - Fall 2019

**Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities.**

Text limit is 1500 characters

MSA-1 conducts credential review as part of teacher hiring process and supports our teachers' credentialing needs as needed. We annually review master schedule/teacher assignments to ensure compliance. Additionally, we review alignment of instructional materials to standards and annually keep an inventory of instructional materials and corresponding purchase of materials. The annual review of budget and plans helps ensure adequate funds is available for instructional materials so that there are no students without access to their own copies of standards-aligned instructional materials for use at school and at home, including digital resources. Finally, we conduct monthly and yearly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff maintains campus cleanliness.

## PRIORITY 2

### **Self-Reflection Tool for Priority 2: Implementation of State Academic Standards**

This is the submission form for the local educational agency (school district, charter school, and county office of education)

This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for the implementation of state academic standards (Priority 2).

Standard: Local educational agency annually measures its progress implementing state academic standards and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency measures its progress using one of the self-reflective tools below and reports the results to its local governing board at a regularly scheduled meeting and through the evaluation rubrics web-based system (California School Dashboard).

Local educational agencies may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, local educational agencies may complete the optional reflection tool (Option 2).

All fields marked with an asterisk (\*) are required

### **Option 1: Narrative Summary**

In the narrative box, identify the locally selected measures or tools that the local educational agency is using to track its progress in implementing the state academic standards adopted by the State Board of Education and briefly describe why the local educational agency chose the selected measures or tools.

Additionally, summarize the local educational agency's progress in implementing the academic standards adopted by the State Board of Education, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts – Common Core State Standards for English Language Arts
- English Language Development (Aligned to Common Core State Standards for English Language Arts)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

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Text is limited to 3000 characters

## Option 2: Reflection Tool

### Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the local educational agency's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

#### English Language Arts – Common Core State Standards for English Language Arts

1 2 3 **4** 5

#### English Language Development (Aligned to English Language Arts Standards)

1 2 3 **4** 5

#### Mathematics – Common Core State Standards for Mathematics

1 2 3 **4** 5

#### Next Generation Science Standards

1 2 3 **4** 5

#### History-Social Science

1 2 3 **4** 5

2. Rate the local educational agency's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

#### English Language Arts – Common Core State Standards for English Language Arts

1 2 3 4 **5**



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**English Language Development (Aligned to English Language Arts Standards)**

1 2 3 4 **5**

**Mathematics – Common Core State Standards for Mathematics**

1 2 3 4 **5**

**Next Generation Science Standards**

1 2 **3** 4 5

**History-Social Science**

1 2 3 **4** 5

**3. Rate the local educational agency's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing)**

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

**English Language Arts – Common Core State Standards for English Language Arts**

1 2 3 **4** 5

**English Language Development (Aligned to English Language Arts Standards)**

1 2 3 **4** 5

**Mathematics – Common Core State Standards for Mathematics**

1 2 3 **4** 5

**Next Generation Science Standards**

1 2 3 **4** 5

**History-Social Science**

1 2 3 **4** 5

**Other Adopted Academic Standards**

**4. Rate the local educational agency's progress implementing each of the following academic standards adopted by the State Board of Education for all students.**

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

MSA-1 Local Indicators - Fall 2019

**Career Technical Education**

**1** 2 3 4 5

**Health Education Content Standards**

1 2 **3** 4 5

**Physical Education Model Content Standards**

1 2 3 4 **5**

**Visual and Performing Arts**

1 2 3 4 **5**

**World Language**

1 2 3 4 **5**

**Support for Teachers and Administrators**

**5. During the 2016-17 school year (including summer 2016) or during the 2017-18 school year (including summer 2017), rate the local educational agency's success at engaging in the following activities with teachers and school administrators?**

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

**Identifying the professional learning needs of groups of teachers or staff as a whole**

1 2 3 **4** 5

**Identifying the professional learning needs of individual teachers**

1 2 3 **4** 5

**Providing support for teachers on the standards they have not yet mastered**

1 2 3 **4** 5

**Criteria:**

Please assess the local educational agency performance on meeting the standard by designating the following: \*

**Met**

Not Met

MSA-1 Local Indicators - Fall 2019

Not Met For Two or More Years

**Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for implementation of state academic standards.**

Text limit is 1500 characters

MSA-1 ensures all curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) We provide services to ELs by proficiency level and ELD instruction is aligned to the CA ELD standards and framework. ELs have access to core and supplemental ELD instructional materials; teachers attend PDs whose focus is on ELD standards. Our teachers participate in at least 18 hours of professional development per year. PD includes the areas of Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas, and training in strategies to support ELs with common core ELA/ELD and math curricula. While the primary focus has mostly been on the ELA/Literacy, math, and ELD over the past few years, MSA-1 has also provided PD and supported our teachers on NGSS, History-Social Science, Career Technical Education, Health Education, Physical Education, Visual and Performing Arts, and World Languages.

## PRIORITY 3

### Self-Reflection Tool for Priority 3: Parent Engagement

**Standard:** The local educational agency (LEA) annually measures its progress in: (1) seeking input from parents in decision making; and (2) promoting parental participation in programs, and reports the results to its local governing board at a regularly scheduled meeting and to stakeholders and the public through the California School Dashboard (Dashboard).

**Criteria:** The LEA will assess its performance on a (Met, Not Met, or Not Met for Two or More Years) scale.

**Evidence:** The LEA measures its progress using the self-reflection tool included in the Dashboard, and reports these results to its local governing board at a regularly scheduled meeting and through the local data selection option in the Dashboard.

## Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g. attendance, engagement, academic outcomes, social emotional learning, etc.). Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit:<sup>[1]</sup>

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The Local Control Funding Formula (LCFF) legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their local control and accountability plan (LCAP). The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

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[1] California Department of Education. (2017). Family Engagement Toolkit: Continuous Improvement through an Equity Lens. Sacramento, CA: Author.

## MSA-1 Local Indicators - Fall 2019

## Instructions

This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-making

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified.

The results of the process should be used to inform the LCAP and the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below:

1. Identify the diverse stakeholders that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage stakeholders in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of data, identify the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):
  - 1 – Exploration and Research Phase
  - 2 – Beginning Development
  - 3 – Initial Implementation
  - 4 – Full Implementation
  - 5 – Full Implementation and Sustainability
4. Write a brief response to the prompts following each of the three sections.
5. Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.

## Building Relationships

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

1. Rate the LEA’s progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.

**3**

2. Rate the LEA’s progress in creating welcoming environments for all families in the community.

**3**

3. Rate the LEA’s progress in supporting staff to learn about each family’s strengths, cultures, languages, and goals for their children.

**3**

4. Rate the LEA’s progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families, teachers, and classified staff) to build trusting and respectful relationships with families.

**3**

### Dashboard Narrative Box

Briefly describe the LEA’s current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Magnolia Science Academy-1 builds trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators greet all students and parents in the mornings during student drop off and have an open door policy welcoming all parents. Our staffs connect with families through home visits, learning about students’ outside interests, families, and home routines, and then using that information to connect in meaningful, individualized ways that can have huge rewards in helping to create happier, healthier, and smarter kids. The school uses home visits as one of the important features of its education program to improve student and school performance.

The School holds periodic meetings to gather input from our families. These meetings include PTF meetings, SSC

## MSA-1 Local Indicators - Fall 2019

meetings, ELAC meetings and parent workshops. The school also conducts a family 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.

## Building Partnerships for Student Outcomes

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.

3

6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.

3

7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.

3

8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.

3

### Dashboard Narrative Box

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

MSA-1 provides resources to support student learning at home through multiple workshops such as parent college, Guiding Good Choices and through feedback given to parents during parent conferences. We have also partnered with CCSA to help equip parents with the knowledge and tools to become an advocate for their students and for their school.

MSA 1's new communication system Parent Square keeps parents and staff in constant communications through

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multiple mediums such as texts, private messages and voicemail. Parent Square has also broken language barriers between staff and families through its automatic language translation.

### Seeking Input for Decision Making

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

- 9. Rate the LEA’s progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision making.

**3**

- 10. Rate the LEA’s progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.

**3**

- 11. Rate the LEA’s progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.

**3**

- 12. Rate the LEA’s progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.

**3**

### Dashboard Narrative Box

Briefly describe the LEA’s current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

MSA-1 holds periodic meetings to gather input from our families. These meetings include PTF meetings, PTF Board meetings, SSC meetings and ELAC meetings. During these meetings parents have the opportunity to review school such as LCAP and provide input for our administration team. The school also conducts a family 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.



## Appendix A: Resources

1. Southwest Educational Development Laboratory in Collaboration with the United States Department of Education. (2013) Partners in Education: A Dual Capacity Building Framework for Family School Partnerships. Retrieved from <https://www2.ed.gov/documents/family-community/partners-education.pdf>
2. California Department of Education. (2017). Family Engagement Toolkit: Continuous Improvement through an Equity Lens. Sacramento, CA. Author. Retrieved from <https://www.cde.ca.gov/fg/aa/lc/documents/family-engagement.pdf>
3. California Department of Education. (2017). Editable Templates for Family Engagement Toolkit. Sacramento, CA. Author. Retrieved from <https://www.cde.ca.gov/fg/aa/lc/documents/toolkittemplates.doc>
4. United States Department of Health and Human Services, Administration for Children and Families, Office of Head Start, National Center on Parent, Family, and Community Engagement. (2018). [Head Start Parent, Family, and Community Engagement Framework](#). Retrieved from <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pfce-framework.pdf>
5. (2018). Head Start Parent, Family, and Community Engagement Framework. Retrieved from <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pfcefamework.pdf>

### Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: \*

#### **Met**

Not Met

Not Met For Two or More Years

## PRIORITY 6

### Self-Reflection Tool for Priority 6: School Climate

This is the submission form for the local educational agency coordinator (school district, charter school, and county office) to complete on the local performance indicator for school climate (Priority 6).

**Standard:** The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K–5, 6–8, 9–12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the California School Dashboard.

**Evidence:** The LEA administers a survey, as specified, and reports the results to its local governing board and through the local data selection option in the Dashboard.

Local educational agencies (LEAs) will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard. LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate. The following are suggested guiding questions to help frame the narrative summary:

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

Text is limited to 3000 characters

Annually, MSA-1 conducts the CORE Districts survey instrument to students in grades 6-12, analyzes survey results such as participation rates and average approval rates for each topic and question on the survey, documents our findings (e.g., greatest progress and needs, comparisons with the prior year and CORE district results) and shares the results and findings with our stakeholders during LCAP information and feedback meetings and regular board meetings. MSA-1 disaggregates the results by grade and student group and also uses open-ended questions to further understand students' perceptions. MSA-1 strives to improve our students' perceptions of school safety and connectedness.

In 2019-20, 100% of our students participated in the survey and their responses provided an average approval rating of 75% on the eight topics of the survey, with a rating of 66% on Topic 3 (Safety) and a rating of 56% on Topic 4 (Sense of

## MSA-1 Local Indicators - Fall 2019

Belonging / School Connectedness).

- Facility-Our new building will allow for more classroom space. Teachers will have their own classrooms and will not have to share space with other teachers.
- Quality of Food- We will have a different food vendor for next year.
- Sports- We are now part of California interscholastic Federation (CIF) Sports League. This will provide more athletic opportunities for our students to participate in sports and apply for scholarships.
- Safety-We are hiring an additional Security guard to monitor the hallways and the outside of the school.

## Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: \*

### **Met**

Not Met

Not Met For Two or More Years

***Optional:*** Provide any additional information that the local educational agency believes is relevant to understanding its progress on school climate.

Text limit is 1500 characters

Stakeholder voices (i.e., voices of our students, families, staff, and other school community members) play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. Surveys have been the primary means of collecting student, family, and staff opinions about what we are doing great and should keep doing, and what are areas for improvement so we can continue to provide our students with the best quality education. MSA-1 uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and students' own strengths and weaknesses.

MSA-1 uses the CORE survey instrument for school climate indicators which include the following four topics for students, families, and staff: Topic 1: Climate of Support for Academic Learning; Topic 2: Knowledge and Fairness of Discipline, Rules and Norms; Topic 3: Safety; Topic 4: Sense of Belonging (School Connectedness). In a separate survey students are also asked questions in additional four topics which include indicators for social-emotional competencies: Topic 5: Growth Mindset; Topic 6: Self-Efficacy; Topic 7: Self-Management; Topic 8: Social Awareness.

Annually, we analyze survey results and share the results and findings with our stakeholders during LCAP information and feedback meetings and regular board meetings.

## PRIORITY 7

### Self-Reflection Tool for Priority 7: Access to a Broad Course of Study

Standard: Local educational agencies (LEAs) annually measure their progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and Grades 7-12 , as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs, and report the results to their local governing board at regularly scheduled meetings of the local governing board and to stakeholders and the public through the Dashboard.

Evidence: The LEA responds to the self-reflection tools as specified and reports the results to its local governing board and through the local data selection option in the Dashboard.

### Approach for Self-Reflection Tool to Use as Evidence

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

**1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.**

MSA-1 designs its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including all student groups. Core subjects (English, mathematics, social sciences, and science) and electives are offered aligned with our charter petition and graduation requirements. As evidenced by the school master schedule, elective forms, class rosters, student schedules and transcripts, MSA-1 strives to offer a well-rounded education to our students.

MSA-1 provides students with 4-year plans and support programs to ensure timely high school graduation. We offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years to ensure satisfaction of UC/CSU requirements.

Text is limited to 3000 characters

**2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites**

MSA-1 Local Indicators - Fall 2019

**and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.**

As evidenced by our master schedule, elective forms, class rosters, student schedules and transcripts, 100% of students have access to a broad course of study, including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition.

We also provide all other academic programs and services outlined in our charter petition, certain programs and services being dependent on student need and interest. For example; we provide CCSS aligned ELA and math intervention classes to all students who are in need of additional support. We provide designated and integrated ELD instruction, support and intervention to ELs and immigrant students. We closely monitor student progress in ELA/Literacy, math, and ELD as measured by our interim assessments (MAP, IAB, etc.)

We provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. The AP courses we have offered this year include AP English Lit, AP English Lang, AP Stats, AP Computer, AP Bio, AP Spanish Lit, AP Spanish Lang, AP Government, AP US History, AP World History, AP Physics, AP Calculus A and B

All students have access to “Advisory” classes (college planning and career exploration program) and programs preparing students for college readiness, including test prep for ACT/SAT, in grades 9-12. MSA-1 offers credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years to ensure satisfaction of UC/CSU requirements. MSA-1 had a one-year cohort graduation rate of 100% last year where 100% of our graduates completed courses that satisfy the UC/CSU requirements.

Text is limited to 3000 characters

**3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.**

MSA-1 provides access to a college-preparatory, STEAM focused broad course of study for all our students.

Text is limited to 3000 characters

**4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?**

MSA-1 will continue to provide access to a college-preparatory, STEAM focused broad course of study for all our students. We will ensure that all our students graduate college and career ready.

In an effort to provide more well-rounded education to our students, MSA-1 will strive to offer additional programs such

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as more elective courses aligned with career pathways, continued health and physical education, diverse arts programs, increased civics, Life Skills, and SEL programs, etc., as well as provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Such additional programs depend on the availability of financial and human resources. MSA-1 will make the best use of its resources to provide a well-rounded education experience to our students.

Text is limited to 3000 characters

**Criteria:**

Please assess the local educational agency performance on meeting the standard by designating the following: \*

**Met**

Not Met

Not Met For Two or More Years

***Optional:*** Provide any additional information that the local educational agency believes is relevant to understanding its progress on access to a broad course of study.

Text limit is 1500 characters

MSA-1 provides students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition. We also provide all other academic programs and services outlined in our charter petition, certain programs and services being dependent on student need and interest.

# Local Indicators

The State Board of Education (SBE) approved standards for the local indicators that support local educational agencies (LEAs) in measuring and reporting their progress within the appropriate priority area. For each local indicator, the approved standard includes:

1. Measuring LEA progress on the local indicator based on locally available information, and
2. Reporting the results to the LEA's local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.

For each applicable local indicator, LEAs assign one of three performance levels:

- Met
- Not Met
- Not Met for Two or More Years

LEAs make the determination for each applicable local indicator by using self-reflection tools to measure and report their progress through the Dashboard. The collection and reflection on locally available information relevant to progress on local priority areas will support LEAs in local planning and improvement efforts.

## Local Indicators that Apply to Charter Schools:

- **Priority 1:** Basic Services and Conditions
- **Priority 2:** Implementation of State Academic Standards
- **Priority 3:** Parent Engagement
- **Priority 6:** School Climate
- **Priority 7:** Access to a Broad Course of Study

**Note:** Self-reflection tool for Priority 3 has been revised by the SBE for Fall 2019 submission.

**PRIORITY 1**

**Self-Reflection Tool for Priority 1: Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities**

This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities (Priority 1).

Standard: Local educational agency annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; and provides information annually on progress meeting this standard to its local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency uses locally available information, including data currently reported through the School Accountability Report Card, and determines whether it report the results to its local governing board and through the self-reflection tool below. In the future, this information will be auto-populated within the web-based evaluation rubrics system (California School Dashboard) for local educational agencies that use the California Department of Education’s School Accountability Report Card template. Currently, all local educational agencies will need to provide the following information:

All fields marked with an asterisk (\*) are required

**Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions: \* 0**

**Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: \* 0**

**Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies): \* 0**

**Criteria:**

**Please assess the local educational agency performance on meeting the standard by designating the following: \***

**Met**

Not Met

Not Met For Two or More Years



**Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities.**

Text limit is 1500 characters

MSA-2 conducts credential review as part of teacher hiring process and supports our teachers' credentialing needs as needed. We annually review master schedule/teacher assignments to ensure compliance. Additionally, we review alignment of instructional materials to standards and annually keep an inventory of instructional materials and corresponding purchase of materials. The annual review of budget and plans helps ensure adequate funds is available for instructional materials so that there are no students without access to their own copies of standards-aligned instructional materials for use at school and at home, including digital resources. Finally, we conduct monthly and yearly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff maintains campus cleanliness.

## PRIORITY 2

### Self-Reflection Tool for Priority 2: Implementation of State Academic Standards

This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for the implementation of state academic standards (Priority 2).

Standard: Local educational agency annually measures its progress implementing state academic standards and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency measures its progress using one of the self-reflective tools below and reports the results to its local governing board at a regularly scheduled meeting and through the evaluation rubrics web-based system (California School Dashboard).

Local educational agencies may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, local educational agencies may complete the optional reflection tool (Option 2).

All fields marked with an asterisk (\*) are required

#### Option 1: Narrative Summary

In the narrative box, identify the locally selected measures or tools that the local educational agency is using to track its progress in implementing the state academic standards adopted by the State Board of Education and briefly describe why the local educational agency chose the selected measures or tools.

Additionally, summarize the local educational agency's progress in implementing the academic standards adopted by the State Board of Education, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts – Common Core State Standards for English Language Arts
- English Language Development (Aligned to Common Core State Standards for English Language Arts)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Text is limited to 3000 characters

## Option 2: Reflection Tool

### Recently Adopted Academic Standards and/or Curriculum Frameworks

**1. Rate the local educational agency's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

#### English Language Arts – Common Core State Standards for English Language Arts

1 2 3 **4** 5

#### English Language Development (Aligned to English Language Arts Standards)

1 2 3 **4** 5

#### Mathematics – Common Core State Standards for Mathematics

1 2 3 **4** 5

#### Next Generation Science Standards

1 2 3 **4** 5

#### History-Social Science

1 2 3 **4** 5

**2. Rate the local educational agency's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

#### English Language Arts – Common Core State Standards for English Language Arts

1 2 3 4 **5**

#### English Language Development (Aligned to English Language Arts Standards)

1 2 3 4 **5**

**Mathematics – Common Core State Standards for Mathematics**

1 2 3 4 **5**

**Next Generation Science Standards**

1 2 3 **4** 5

**History-Social Science**

1 2 3 4 **5**

**3. Rate the local educational agency's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing)**

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

**English Language Arts – Common Core State Standards for English Language Arts**

1 2 3 **4** 5

**English Language Development (Aligned to English Language Arts Standards)**

1 2 3 **4** 5

**Mathematics – Common Core State Standards for Mathematics**

1 2 3 **4** 5

**Next Generation Science Standards**

1 2 3 **4** 5

**History-Social Science**

1 2 3 **4** 5

**Other Adopted Academic Standards**

**4. Rate the local educational agency's progress implementing each of the following academic standards adopted by the State Board of Education for all students.**

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

**Career Technical Education**

1 2 **3** 4 5

**Health Education Content Standards**

1 2 **3** 4 5

**Physical Education Model Content Standards**

1 2 3 4 **5**

**Visual and Performing Arts**

1 2 3 4 **5**

**World Language**

1 2 3 4 **5**

**Support for Teachers and Administrators**

**5. During the 2016-17 school year (including summer 2016) or during the 2017-18 school year (including summer 2017), rate the local educational agency's success at engaging in the following activities with teachers and school administrators?**

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

**Identifying the professional learning needs of groups of teachers or staff as a whole**

1 2 3 **4** 5

**Identifying the professional learning needs of individual teachers**

1 2 3 **4** 5

**Providing support for teachers on the standards they have not yet mastered**

1 2 3 **4** 5

**Criteria:**

**Please assess the local educational agency performance on meeting the standard by designating the following: \***

**Met**

Not Met

Not Met For Two or More Years

**Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for implementation of state academic standards.**

Text limit is 1500 characters

MSA-2 ensures all curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) We provide services to ELs by proficiency level and ELD instruction is aligned to the CA ELD standards and framework. ELs have access to core and supplemental ELD instructional materials; teachers attend PDs whose focus is on ELD standards. Our teachers participate in at least 18 hours of professional development per year. PD includes the areas of Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas, and training in strategies to support ELs with common core ELA/ELD and math curricula. While the primary focus has mostly been on the ELA/Literacy, math, and ELD over the past few years, MSA-2 has also provided PD and supported our teachers on NGSS, History-Social Science, Career Technical Education, Health Education, Physical Education, Visual and Performing Arts, and World Languages.

## PRIORITY 3

### Self-Reflection Tool for Priority 3: Parent Engagement

**Standard:** The local educational agency (LEA) annually measures its progress in: (1) seeking input from parents in decision making; and (2) promoting parental participation in programs, and reports the results to its local governing board at a regularly scheduled meeting and to stakeholders and the public through the California School Dashboard (Dashboard).

**Criteria:** The LEA will assess its performance on a (Met, Not Met, or Not Met for Two or More Years) scale.

**Evidence:** The LEA measures its progress using the self-reflection tool included in the Dashboard, and reports these results to its local governing board at a regularly scheduled meeting and through the local data selection option in the Dashboard.

## Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g. attendance, engagement, academic outcomes, social emotional learning, etc.). Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit:[1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The Local Control Funding Formula (LCFF) legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their local control and accountability plan (LCAP). The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

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[1] California Department of Education. (2017). Family Engagement Toolkit: Continuous Improvement through an Equity Lens. Sacramento, CA: Author.

## Instructions

This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-making

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified.

The results of the process should be used to inform the LCAP and the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below:

1. Identify the diverse stakeholders that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage stakeholders in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of data, identify the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):
  - 1 – Exploration and Research Phase
  - 2 – Beginning Development
  - 3 – Initial Implementation
  - 4 – Full Implementation
  - 5 – Full Implementation and Sustainability
4. Write a brief response to the prompts following each of the three sections.
5. Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.



## Building Relationships

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

1. **Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.**

3

2. **Rate the LEA's progress in creating welcoming environments for all families in the community.**

3

3. **Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.**

3

4. **Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families, teachers, and classified staff) to build trusting and respectful relationships with families.**

3

### Dashboard Narrative Box

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Magnolia Science Academy-2 builds trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators greet all students and parents in the mornings during student drop off and have an open door policy welcoming all parents. Our staffs connect with families through home visits, learning about students' outside interests, families, and home routines, and then using that information to connect in meaningful, individualized ways that can have huge rewards in helping to create happier, healthier, and smarter kids. The school uses home visits as one of the important features of its education program to improve student and school performance.

The School holds periodic meetings to gather input from our families. These meetings include PTF meetings, SSC

meetings, ELAC meetings and parent workshops. The school also conducts a family 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.

### **Building Partnerships for Student Outcomes**

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

- 5. Rate the LEA’s progress in providing professional learning and support to teachers and principals to improve a school’s capacity to partner with families.**

**3**

- 6. Rate the LEA’s progress in providing families with information and resources to support student learning and development in the home.**

**3**

- 7. Rate the LEA’s progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.**

**3**

- 8. Rate the LEA’s progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.**

**3**

### **Dashboard Narrative Box**

Briefly describe the LEA’s current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

MSA-2 provides resources to support student learning at home through multiple workshops such as parent college, Guiding Good Choices and through feedback given to parents during parent conferences. We have also partnered with CCSA to help equip parents with the knowledge and tools to become an advocate for their students and for their school.

MSA 2’s new communication system ParentSquare keeps parents and staff in constant communications through multiple mediums such as texts, private messages and voicemail. Parent Square has also broken language barriers

between staff and families through its automatic language translation.

### Seeking Input for Decision Making

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

- 9. Rate the LEA’s progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision making.

3

- 10. Rate the LEA’s progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.

3

- 11. Rate the LEA’s progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.

3

- 12. Rate the LEA’s progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.

3

### Dashboard Narrative Box

Briefly describe the LEA’s current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

MSA-2 holds periodic meetings to gather input from our families. These meetings include PTF meetings, PTF Board meetings, SSC meetings and ELAC meetings. During these meetings parents have the opportunity to review school such as LCAP and provide input for our administration team. The school also conducts a family 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.

## Appendix A: Resources

1. Southwest Educational Development Laboratory in Collaboration with the United States Department of Education. (2013) Partners in Education: A Dual Capacity Building Framework for Family School Partnerships. Retrieved from <https://www2.ed.gov/documents/family-community/partners-education.pdf>
2. California Department of Education. (2017). Family Engagement Toolkit: Continuous Improvement through an Equity Lens. Sacramento, CA. Author. Retrieved from <https://www.cde.ca.gov/fg/aa/lc/documents/family-engagement.pdf>
3. California Department of Education. (2017). Editable Templates for Family Engagement Toolkit. Sacramento, CA. Author. Retrieved from <https://www.cde.ca.gov/fg/aa/lc/documents/toolkittemplates.doc>
4. United States Department of Health and Human Services, Administration for Children and Families, Office of Head Start, National Center on Parent, Family, and Community Engagement. (2018). Head Start Parent, Family, and Community Engagement Framework. Retrieved from <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pfce-framework.pdf>
5. (2018). Head Start Parent, Family, and Community Engagement Framework. Retrieved from <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pfceframework.pdf>

## Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: \*

**Met**

Not Met

Not Met For Two or More Years

## PRIORITY 6

### Self-Reflection Tool for Priority 6: School Climate

This is the submission form for the local educational agency coordinator (school district, charter school, and county office) to complete on the local performance indicator for school climate (Priority 6).

**Standard:** The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K–5, 6–8, 9–12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the California School Dashboard.

**Evidence:** The LEA administers a survey, as specified, and reports the results to its local governing board and through the local data selection option in the Dashboard.

Local educational agencies (LEAs) will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard. LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate. The following are suggested guiding questions to help frame the narrative summary:

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

Text is limited to 3000 characters

Annually, MSA-2 conducts the CORE Districts survey instrument to students in grades 6-12, analyzes survey results such as participation rates and average approval rates for each topic and question on the survey, documents our findings (e.g., greatest progress and needs, comparisons with the prior year and CORE district results) and shares the results and findings with our stakeholders during LCAP information and feedback meetings and regular board meetings. MSA-2 disaggregates the results by grade and student group and also uses open-ended questions to further understand students' perceptions. MSA-2 strives to improve our students' perceptions of school safety and connectedness.

The student and parent survey responses expressed concerns which placed a significant emphasis on bullying. To help counterbalance this concern, MSA-2 launched a schoolwide PBIS (Positive Behavioral Interventions and Supports)

program this year in partnership with LACOE. During this program, students have been placed into four houses who compete for positive recognition and team points related to excellent behavior expectations being met, as well as during other team activities. Teachers are also assigned to houses to support and compete for rewards. At the end of the year, the house with the highest points will be going to Universal Studios as a reward for their hard work. Last year, a leadership team comprised of a PBIS Coach as well as the Dean of Students attended three coaching day trainings with LACOE, and additional PBIS Committee members joined in three more days of team training days, which included a Special Education teacher, and a math teacher. The goal of the trainings last year was to prepare for the launch of the PBIS system this year. This year, a parent and school district Board member have joined the team training days for our school with LACOE to support the program implementation. The team branded “Be RAD” as the motto for the schoolwide behavioral expectations which stands for “Be Respectful Attentive and Dependable”. This expectation has been reinforced with weekly videos made by the ASB student government elected stakeholders and which are shared with the full students during their PBIS Team time during Advisory and SSR classes each week. Data is compiled related to each house and shared with all students during weekly announcements on the PA system as well as displayed on a bulletin board for all students and parents to view. Students, staff and parents have all expressed positive results thus far related to the decreased incidents of bullying which have occurred as a result of this intervention.

In 2018-19, 97.0% of our students participated in the survey and their responses provided an average approval rating of 75% on the eight topics of the survey, with a rating of 66% on Topic 3 (Safety) and a rating of 56% on Topic 4 (Sense of Belonging / School Connectedness).

Based on student feedback, student facilities posed a concern during the previous academic year which contributed to a decreased sense of belonging and school connectedness. To address this concern, student restrooms were improved this year to include upgraded lock systems in the stalls, seat covers, paper towel dispensers, as well as to renovate some of the stalls which were in disarray. Further, this year, we expanded the athletic facilities which students are able to utilize during our Physical Education program to incorporate more days on the co-location facilities. The goal of these changes is to create an increased sense of connection to the school and belonging. In addition, to help students cope with Social Emotional needs, we hired a full-time psychologist and counselor who helps students cope with issues which are causing them to not feel a sense of belonging.

To support students’ concern about a lack of school safety, this year, we implemented a walkie talkie system for a more efficient communication between school administration and supervision staff. Additionally, we placed large banners in front of the school on the Victory Blvd. entrance to school to help block the visibility of the students at the entrance to campus from the outside passers by and increase students’ privacy and sense of security. Further, we implemented a monthly K9 search calendar to help increase student safety related to banned substances on campus. Moreover, we submitted a proposal to our MPS Board of Directors which was approved granting us the ability to expand school surveillance cameras to include a video monitoring system inside classrooms in collaboration with LAUSD and LACOE.

## Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: \*

### Met

Not Met

Not Met For Two or More Years

**Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on school climate.**

Text limit is 1500 characters

Stakeholder voices (i.e., voices of our students, families, staff, and other school community members) play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. Surveys have been the primary means of collecting student, family, and staff opinions about what we are doing great and should keep doing, and what are areas for improvement so we can continue to provide our students with the best quality education. MSA-2 uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and students' own strengths and weaknesses.

MSA-2 uses the CORE survey instrument for school climate indicators which include the following four topics for students, families, and staff: Topic 1: Climate of Support for Academic Learning; Topic 2: Knowledge and Fairness of Discipline, Rules and Norms; Topic 3: Safety; Topic 4: Sense of Belonging (School Connectedness). In a separate survey students are also asked questions in additional four topics which include indicators for social-emotional competencies: Topic 5: Growth Mindset; Topic 6: Self-Efficacy; Topic 7: Self-Management; Topic 8: Social Awareness.

Annually, we analyze survey results and share the results and findings with our stakeholders during LCAP information and feedback meetings and regular board meetings.

## PRIORITY 7

### Self-Reflection Tool for Priority 7: Access to a Broad Course of Study

Standard: Local educational agencies (LEAs) annually measure their progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and Grades 7-12 , as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs, and report the results to their local governing board at regularly scheduled meetings of the local governing board and to stakeholders and the public through the Dashboard.

Evidence: The LEA responds to the self-reflection tools as specified and reports the results to its local governing board and through the local data selection option in the Dashboard.

### Approach for Self-Reflection Tool to Use as Evidence

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

**1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.**

MSA-2 designs its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including all student groups. Core subjects (English, mathematics, social sciences, and science) and electives are offered aligned with our charter petition and graduation requirements. As evidenced by the school master schedule, elective forms, class rosters, student schedules and transcripts, MSA-2 strives to offer a well-rounded education to our students.

MSA-2 provides students with 4-year plans and support programs to ensure timely high school graduation. We offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years to ensure satisfaction of UC/CSU requirements.

Text is limited to 3000 characters

**2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites**



**and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.**

As evidenced by our master schedule, elective forms, class rosters, student schedules and transcripts, 100% of students have access to a broad course of study, including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition.

We also provide all other academic programs and services outlined in our charter petition, certain programs and services being dependent on student need and interest. For example; we provide CCSS aligned ELA and math intervention classes to all students who are in need of additional support. We provide designated and integrated ELD instruction, support and intervention to ELs and immigrant students. We closely monitor student progress in ELA/Literacy, math, and ELD as measured by our interim assessments (MAP, IAB, etc.)

We provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. The AP courses we have offered this year include AP AP United States History, AP English Language & Composition, AP Calculus AB, AP Environmental Science, AP Spanish Language and Culture, AP Studio Art: 2-D Design, AP Computer Science Principles.

All students have access to "Advisory" classes (college planning and career exploration program) and programs preparing students for college readiness, including test prep for ACT/SAT, in grades 9-12. MSA-2 offers credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years to ensure satisfaction of UC/CSU requirements. MSA-2 had a one-year cohort graduation rate of 100% last year where 100% of our graduates completed courses that satisfy the UC/CSU requirements.

Text is limited to 3000 characters

**3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.**

MSA-2 provides access to a college-preparatory, STEAM focused broad course of study for all our students.

Text is limited to 3000 characters

**4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?**

MSA-2 will continue to provide access to a college-preparatory, STEAM focused broad course of study for all our students. We will ensure that all our students graduate college and career ready.

In an effort to provide more well-rounded education to our students, MSA-2 will strive to offer additional programs such as more elective courses aligned with career pathways, continued health and physical education, diverse arts programs, increased civics, Life Skills, and SEL programs, etc., as well as provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Such additional programs depend on the availability of financial and human resources. MSA-2 will make the best use of its resources to provide a well-rounded education experience to our students.

Text is limited to 3000 characters

### Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: \*

**Met**

Not Met

Not Met For Two or More Years

**Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on access to a broad course of study.**

Text limit is 1500 characters

MSA-2 provides students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition. We also provide all other academic programs and services outlined in our charter petition, certain programs and services being dependent on student need and interest.

## Local Indicators

The State Board of Education (SBE) approved standards for the local indicators that support local educational agencies (LEAs) in measuring and reporting their progress within the appropriate priority area. For each local indicator, the approved standard includes:

1. Measuring LEA progress on the local indicator based on locally available information, and
2. Reporting the results to the LEA's local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.

For each applicable local indicator, LEAs assign one of three performance levels:

- Met
- Not Met
- Not Met for Two or More Years

LEAs make the determination for each applicable local indicator by using self-reflection tools to measure and report their progress through the Dashboard. The collection and reflection on locally available information relevant to progress on local priority areas will support LEAs in local planning and improvement efforts.

### Local Indicators that Apply to Charter Schools:

- **Priority 1:** Basic Services and Conditions
- **Priority 2:** Implementation of State Academic Standards
- **Priority 3:** Parent Engagement
- **Priority 6:** School Climate
- **Priority 7:** Access to a Broad Course of Study

**Note:** Self-reflection tool for Priority 3 has been revised by the SBE for Fall 2019 submission.

## PRIORITY 1

### Self-Reflection Tool for Priority 1: Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities

This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities (Priority 1).

Standard: Local educational agency annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; and provides information annually on progress meeting this standard to its local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency uses locally available information, including data currently reported through the School Accountability Report Card, and determines whether it report the results to its local governing board and through the self-reflection tool below. In the future, this information will be auto-populated within the web-based evaluation rubrics system (California School Dashboard) for local educational agencies that use the California Department of Education's School Accountability Report Card template. Currently, all local educational agencies will need to provide the following information:

All fields marked with an asterisk (\*) are required

Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions: \* 0

Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: \* 0

Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies): \* 0

#### Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: \*

**Met**

Not Met

Not Met For Two or More Years

**Optional:** Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities.

Text limit is 1500 characters

MSA-3 conducts credential review as part of teacher hiring process and supports our teachers' credentialing needs as needed. We annually review master schedule/teacher assignments to ensure compliance. Additionally, we review alignment of instructional materials to standards and annually keep an inventory of instructional materials and corresponding purchase of materials. The annual review of budget and plans helps ensure adequate funds is available for instructional materials so that there are no students without access to their own copies of standards-aligned instructional materials for use at school and at home, including digital resources. Finally, we conduct monthly and yearly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff maintains campus cleanliness.

## PRIORITY 2

### **Self-Reflection Tool for Priority 2: Implementation of State Academic Standards**

This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for the implementation of state academic standards (Priority 2).

Standard: Local educational agency annually measures its progress implementing state academic standards and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency measures its progress using one of the self-reflective tools below and reports the results to its local governing board at a regularly scheduled meeting and through the evaluation rubrics web-based system (California School Dashboard).

Local educational agencies may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, local educational agencies may complete the optional reflection tool (Option 2).

All fields marked with an asterisk (\*) are required

#### **Option 1: Narrative Summary**

In the narrative box, identify the locally selected measures or tools that the local educational agency is using to track its progress in implementing the state academic standards adopted by the State Board of Education and briefly describe why the local educational agency chose the selected measures or tools.

Additionally, summarize the local educational agency's progress in implementing the academic standards adopted by the State Board of Education, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts – Common Core State Standards for English Language Arts
- English Language Development (Aligned to Common Core State Standards for English Language Arts)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Text is limited to 3000 characters

**DO NOT WRITE ANYTHING HERE BECAUSE WE CHOSE OPTION 2 AS OUR REFLECTION TOOL.**

## Option 2: Reflection Tool

### Recently Adopted Academic Standards and/or Curriculum Frameworks

**1. Rate the local educational agency's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

#### English Language Arts – Common Core State Standards for English Language Arts

1 2 3 **4** 5

#### English Language Development (Aligned to English Language Arts Standards)

1 2 3 **4** 5

#### Mathematics – Common Core State Standards for Mathematics

1 2 3 **4** 5

#### Next Generation Science Standards

1 2 3 **4** 5

#### History-Social Science

1 2 3 **4** 5

**2. Rate the local educational agency's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

#### English Language Arts – Common Core State Standards for English Language Arts

1 2 3 4 **5**

**English Language Development (Aligned to English Language Arts Standards)**

1 2 3 4 **5**

**Mathematics – Common Core State Standards for Mathematics**

1 2 3 4 **5**

**Next Generation Science Standards**

1 2 3 **4** 5

**History-Social Science**

1 2 3 **4** 5

**3. Rate the local educational agency's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing)**

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

**English Language Arts – Common Core State Standards for English Language Arts**

1 2 3 **4** 5

**English Language Development (Aligned to English Language Arts Standards)**

1 2 3 **4** 5

**Mathematics – Common Core State Standards for Mathematics**

1 2 3 **4** 5

**Next Generation Science Standards**

1 2 3 **4** 5

**History-Social Science**

1 2 3 **4** 5

**Other Adopted Academic Standards**

**4. Rate the local educational agency's progress implementing each of the following academic standards adopted by the State Board of Education for all students.**

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*



**Career Technical Education**

1 2 3 **4** 5

**Health Education Content Standards**

1 2 3 **4** 5

**Physical Education Model Content Standards**

1 2 3 4 **5**

**Visual and Performing Arts**

1 2 3 4 **5**

**World Language**

1 2 3 4 **5**

**Support for Teachers and Administrators**

**5. During the 2016-17 school year (including summer 2016) or during the 2017-18 school year (including summer 2017), rate the local educational agency's success at engaging in the following activities with teachers and school administrators?**

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

**Identifying the professional learning needs of groups of teachers or staff as a whole**

1 2 3 **4** 5

**Identifying the professional learning needs of individual teachers**

1 2 3 **4** 5

**Providing support for teachers on the standards they have not yet mastered**

1 2 3 **4** 5

**Criteria:**

Please assess the local educational agency performance on meeting the standard by designating the following: \*

**Met**

Not Met

Not Met For Two or More Years

**Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for implementation of state academic standards.**

Text limit is 1500 characters

MSA-3 ensures all curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) We provide services to ELs by proficiency level and ELD instruction is aligned to the CA ELD standards and framework. ELs have access to core and supplemental ELD instructional materials; teachers attend PDs whose focus is on ELD standards. Our teachers participate in at least 18 hours of professional development per year. PD includes the areas of Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas, and training in strategies to support ELs with common core ELA/ELD and math curricula. While the primary focus has mostly been on the ELA/Literacy, math, and ELD over the past few years, MSA-3 has also provided PD and supported our teachers on NGSS, History-Social Science, Career Technical Education, Health Education, Physical Education, Visual and Performing Arts, and World Languages.

## PRIORITY 3

### Self-Reflection Tool for Priority 3: Parent Engagement

**Standard:** The local educational agency (LEA) annually measures its progress in: (1) seeking input from parents in decision making; and (2) promoting parental participation in programs, and reports the results to its local governing board at a regularly scheduled meeting and to stakeholders and the public through the California School Dashboard (Dashboard).

**Criteria:** The LEA will assess its performance on a (Met, Not Met, or Not Met for Two or More Years) scale.

**Evidence:** The LEA measures its progress using the self-reflection tool included in the Dashboard, and reports these results to its local governing board at a regularly scheduled meeting and through the local data selection option in the Dashboard.

## Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g. attendance, engagement, academic outcomes, social emotional learning, etc.). Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit:[1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The Local Control Funding Formula (LCFF) legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their local control and accountability plan (LCAP). The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

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[1] California Department of Education. (2017). Family Engagement Toolkit: Continuous Improvement through an Equity Lens. Sacramento, CA: Author.

## Instructions

This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-making

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified.

The results of the process should be used to inform the LCAP and the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below:

1. Identify the diverse stakeholders that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage stakeholders in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of data, identify the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):
  - 1 – Exploration and Research Phase
  - 2 – Beginning Development
  - 3 – Initial Implementation
  - 4 – Full Implementation
  - 5 – Full Implementation and Sustainability
4. Write a brief response to the prompts following each of the three sections.
5. Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.

## Building Relationships

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.

3

2. Rate the LEA's progress in creating welcoming environments for all families in the community.

3

3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.

3

4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families, teachers, and classified staff) to build trusting and respectful relationships with families.

3

### Dashboard Narrative Box

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

MSA 3 is stakeholder driven. We setup several engagement opportunities for feedback and growth to ensure our school community is cohesive and collaborative. We have a variety of events and utilize our website and school messenger to ensure to communicate important updates, successes and any plans for improvement and change. Our demographic is almost equally split between African American and Latino populations. We try to ensure we are inclusive of all genders, races, ethnicities, and cultures. Being 100% inclusive takes time but MSA 3 is 150% invested in making a mark of cohesion at all parts of our schools staff, families and students!

## Building Partnerships for Student Outcomes

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.

3

6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.

3

7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.

3

8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.

3

### Dashboard Narrative Box

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

MSA 3 is investing more to improve students test taking skills, along with professional development on classroom management and co-teaching. We also invest in more college counselors to ensure all of our students finish high school and get college acceptances.

We spend a lot of focus on home visits and getting our staff familiar with the students families. Building a bond and a connection of trust is the most effective way to improve engagement. We have a parent college course to help engage our families so they become familiar with their choices when deciding on sending their children to a university.

We have parent champions who volunteer and help recruit other families so they can have a network of support and become familiar with parenting options for their children.

## Seeking Input for Decision Making

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision making.

3

10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.

3

11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.

3

12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.

3

### Dashboard Narrative Box

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented

Weekly we have a meeting called Coffee with the Admin so parents can stop in and have a meet and greet or voice concerns and recommend new items to make the school more efficient.

We meet monthly for the School Site Campus, ELAC and PTF to give parents multiple avenues of a voice.

## Appendix A: Resources

1. Southwest Educational Development Laboratory in Collaboration with the United States Department of Education. (2013) Partners in Education: A Dual Capacity Building Framework for Family School Partnerships. Retrieved from <https://www2.ed.gov/documents/family-community/partners-education.pdf>
2. California Department of Education. (2017). Family Engagement Toolkit: Continuous Improvement through an Equity Lens. Sacramento, CA. Author. Retrieved from <https://www.cde.ca.gov/fg/aa/lc/documents/family-engagement.pdf>
3. California Department of Education. (2017). Editable Templates for Family Engagement Toolkit. Sacramento, CA. Author. Retrieved from <https://www.cde.ca.gov/fg/aa/lc/documents/toolkittemplates.doc>
4. United States Department of Health and Human Services, Administration for Children and Families, Office of Head Start, National Center on Parent, Family, and Community Engagement. (2018). [Head Start Parent, Family, and Community Engagement Framework](#). Retrieved from <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pfce-framework.pdf>
5. (2018). Head Start Parent, Family, and Community Engagement Framework. Retrieved from <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pfcefamework.pdf>

## Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: \*

**Met**

Not Met

Not Met For Two or More Years



## PRIORITY 6

### Self-Reflection Tool for Priority 6: School Climate

This is the submission form for the local educational agency coordinator (school district, charter school, and county office) to complete on the local performance indicator for school climate (Priority 6).

**Standard:** The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K–5, 6–8, 9–12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the California School Dashboard.

**Evidence:** The LEA administers a survey, as specified, and reports the results to its local governing board and through the local data selection option in the Dashboard.

Local educational agencies (LEAs) will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard. LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate. The following are suggested guiding questions to help frame the narrative summary:

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

Text is limited to 3000 characters

Annually, MSA-3 conducts the CORE Districts survey instrument to students in grades 6-12, analyzes survey results such as participation rates and average approval rates for each topic and question on the survey, documents our findings (e.g., greatest progress and needs, comparisons with the prior year and CORE district results) and shares the results and findings with our stakeholders during LCAP information and feedback meetings and regular board meetings. MSA-3 disaggregates the results by grade and student group and also uses open-ended questions to further understand students' perceptions. MSA-3 strives to improve our students' perceptions of school safety and connectedness.

Student: 59% Family: 91% Staff: 72%

WRITE HERE YOUR FINDINGS OF STUDENT SURVEY in 2018-19 (HIGHEST, LOWEST AREAS, ... For example;)

In 2018-19, 83.0% of our students participated in the survey and their responses provided an average approval rating of 63% on the eight topics of the survey, with a rating of 62% on Topic 3 (Safety) and a rating of 60% on Topic 4 (Sense of Belonging / School Connectedness).

WRITE HERE YOUR REFLECTIONS OF THE STUDENT SURVEY FINDINGS, WHAT ACTIONS ARE YOU PLANNING TO IMPLEMENT TO ADDRESS THEM (NEXT STEPS).

We will have a student council and a representative from each grade and they can meet with administrators to discuss items that matter to them to enhance our satisfaction rating.

### Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: \*

**Met**

Not Met

Not Met For Two or More Years

**Optional:** Provide any additional information that the local educational agency believes is relevant to understanding its progress on school climate.

Text limit is 1500 characters

Stakeholder voices (i.e., voices of our students, families, staff, and other school community members) play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. Surveys have been the primary means of collecting student, family, and staff opinions about what we are doing great and should keep doing, and what are areas for improvement so we can continue to provide our students with the best quality education. MSA-3 uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and students' own strengths and weaknesses.

MSA-3 uses the CORE survey instrument for school climate indicators which include the following four topics for students, families, and staff: Topic 1: Climate of Support for Academic Learning; Topic 2: Knowledge and Fairness of Discipline, Rules and Norms; Topic 3: Safety; Topic 4: Sense of Belonging (School Connectedness). In a separate survey

students are also asked questions in additional four topics which include indicators for social-emotional competencies: Topic 5: Growth Mindset; Topic 6: Self-Efficacy; Topic 7: Self-Management; Topic 8: Social Awareness.

Annually, we analyze survey results and share the results and findings with our stakeholders during LCAP information and feedback meetings and regular board meetings.

## PRIORITY 7

### Self-Reflection Tool for Priority 7: Access to a Broad Course of Study

Standard: Local educational agencies (LEAs) annually measure their progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and Grades 7-12 , as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs, and report the results to their local governing board at regularly scheduled meetings of the local governing board and to stakeholders and the public through the Dashboard.

Evidence: The LEA responds to the self-reflection tools as specified and reports the results to its local governing board and through the local data selection option in the Dashboard.

### Approach for Self-Reflection Tool to Use as Evidence

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

- 1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.**

MSA-3 designs its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including all student groups. Core subjects (English, mathematics, social sciences, and science) and electives are offered aligned with our charter petition and graduation requirements. As evidenced by the school master schedule, elective forms, class rosters, student schedules and transcripts, MSA-3 strives to offer a well-rounded education to our students.

MSA-3 provides students with 4-year plans and support programs to ensure timely high school graduation. We offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school

years to ensure satisfaction of UC/CSU requirements.

Text is limited to 3000 characters

**2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.**

As evidenced by our master schedule, elective forms, class rosters, student schedules and transcripts, 100% of students have access to a broad course of study, including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition.

We also provide all other academic programs and services outlined in our charter petition, certain programs and services being dependent on student need and interest. For example; we provide CCSS aligned ELA and math intervention classes to all students who are in need of additional support. We provide designated and integrated ELD instruction, support and intervention to ELs and immigrant students. We closely monitor student progress in ELA/Literacy, math, and ELD as measured by our interim assessments (MAP, IAB, etc.)

We provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. The AP courses we have offered this year include AP US History, AP World, AP Art History, AP Computer Science, AP English Lit.

All students have access to "Advisory" classes (college planning and career exploration program) and programs preparing students for college readiness, including test prep for ACT/SAT, in grades 9-12. MSA-3 offers credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years to ensure satisfaction of UC/CSU requirements. MSA-3 had a one-year cohort graduation rate of 100% last year where 75% of our graduates completed courses that satisfy the UC/CSU requirements.

Text is limited to 3000 characters

**3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.**

MSA-3 provides access to a college-preparatory, STEAM focused broad course of study for all our students.

Text is limited to 3000 characters

**4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?**

MSA-3 will continue to provide access to a college-preparatory, STEAM focused broad course of study for all our students. We will ensure that all our students graduate college and career ready.

In an effort to provide more well-rounded education to our students, MSA-3 will strive to offer additional programs such as more elective courses aligned with career pathways, continued health and physical education, diverse arts programs, increased civics, Life Skills, and SEL programs, etc., as well as provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Such additional programs depend on the availability of financial and human resources. MSA-3 will make the best use of its resources to provide a well-rounded education experience to our students.

Text is limited to 3000 characters

## Criteria:

**Please assess the local educational agency performance on meeting the standard by designating the following: \***

**Met**

Not Met

Not Met For Two or More Years

**Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on access to a broad course of study.**

Text limit is 1500 characters

MSA-3 provides students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition. We also provide all other academic programs and services outlined in our charter petition, certain programs and services being dependent on student need and interest.

## Local Indicators

The State Board of Education (SBE) approved standards for the local indicators that support local educational agencies (LEAs) in measuring and reporting their progress within the appropriate priority area. For each local indicator, the approved standard includes:

1. Measuring LEA progress on the local indicator based on locally available information, and
2. Reporting the results to the LEA's local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.

For each applicable local indicator, LEAs assign one of three performance levels:

- Met
- Not Met
- Not Met for Two or More Years

LEAs make the determination for each applicable local indicator by using self-reflection tools to measure and report their progress through the Dashboard. The collection and reflection on locally available information relevant to progress on local priority areas will support LEAs in local planning and improvement efforts.

### Local Indicators that Apply to Charter Schools:

- **Priority 1:** Basic Services and Conditions
- **Priority 2:** Implementation of State Academic Standards
- **Priority 3:** Parent Engagement
- **Priority 6:** School Climate
- **Priority 7:** Access to a Broad Course of Study

**Note:** Self-reflection tool for Priority 3 has been revised by the SBE for Fall 2019 submission.

## PRIORITY 1

### Self-Reflection Tool for Priority 1: Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities

This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities (Priority 1).

Standard: Local educational agency annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; and provides information annually on progress meeting this standard to its local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency uses locally available information, including data currently reported through the School Accountability Report Card, and determines whether it report the results to its local governing board and through the self-reflection tool below. In the future, this information will be auto-populated within the web-based evaluation rubrics system (California School Dashboard) for local educational agencies that use the California Department of Education's School Accountability Report Card template. Currently, all local educational agencies will need to provide the following information:

All fields marked with an asterisk (\*) are required

Number/percentage of mis-assignments of teachers of English learners, total teacher mis-assignments, and vacant teacher positions: \* 3

Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: \* 0

Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies): \* 1

### Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: \*

**Met**

Not Met

Not Met For Two or More Years

**Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities.**

Text limit is 1500 characters

MSA-4 conducts credential review as part of teacher hiring process and supports our teachers' credentialing needs as needed. We annually review master schedule/teacher assignments to ensure compliance. Additionally, we review alignment of instructional materials to standards and annually keep an inventory of instructional materials and corresponding purchase of materials. The annual review of budget and plans helps ensure adequate funds is available for instructional materials so that there are no students without access to their own copies of standards-aligned instructional materials for use at school and at home, including digital resources. Finally, we conduct monthly and yearly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff maintains campus cleanliness.



## PRIORITY 2

### **Self-Reflection Tool for Priority 2: Implementation of State Academic Standards**

This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for the implementation of state academic standards (Priority 2).

Standard: Local educational agency annually measures its progress implementing state academic standards and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency measures its progress using one of the self-reflective tools below and reports the results to its local governing board at a regularly scheduled meeting and through the evaluation rubrics web-based system (California School Dashboard).

Local educational agencies may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, local educational agencies may complete the optional reflection tool (Option 2).

All fields marked with an asterisk (\*) are required

#### **Option 1: Narrative Summary**

In the narrative box, identify the locally selected measures or tools that the local educational agency is using to track its progress in implementing the state academic standards adopted by the State Board of Education and briefly describe why the local educational agency chose the selected measures or tools.

Additionally, summarize the local educational agency's progress in implementing the academic standards adopted by the State Board of Education, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts – Common Core State Standards for English Language Arts
- English Language Development (Aligned to Common Core State Standards for English Language Arts)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Text is limited to 3000 characters

## Option 2: Reflection Tool

### Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the local educational agency's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

#### English Language Arts – Common Core State Standards for English Language Arts

1 2 3 **4** 5

#### English Language Development (Aligned to English Language Arts Standards)

1 2 3 **4** 5

#### Mathematics – Common Core State Standards for Mathematics

1 2 3 **4** 5

#### Next Generation Science Standards

1 2 3 **4** 5

#### History-Social Science

1 2 3 **4** 5

2. Rate the local educational agency's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

#### English Language Arts – Common Core State Standards for English Language Arts

1 2 3 4 **5**

**English Language Development (Aligned to English Language Arts Standards)**

1 2 3 4 **5**

**Mathematics – Common Core State Standards for Mathematics**

1 2 3 4 **5**

**Next Generation Science Standards**

1 2 3 **4** 5

**History-Social Science**

1 2 3 **4** 5

**3. Rate the local educational agency's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing)**

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

**English Language Arts – Common Core State Standards for English Language Arts**

1 2 3 **4** 5

**English Language Development (Aligned to English Language Arts Standards)**

1 2 3 **4** 5

**Mathematics – Common Core State Standards for Mathematics**

1 2 3 **4** 5

**Next Generation Science Standards**

1 2 3 **4** 5

**History-Social Science**

1 2 3 **4** 5

**Other Adopted Academic Standards**

**4. Rate the local educational agency's progress implementing each of the following academic standards adopted by the State Board of Education for all students.**

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

**Career Technical Education**

1 2 3 **4** 5

**Health Education Content Standards**

1 2 3 **4** 5

**Physical Education Model Content Standards**

1 2 3 4 **5**

**Visual and Performing Arts**

1 2 3 4 **5**

**World Language**

1 2 3 4 **5**

**Support for Teachers and Administrators**

**5. During the 2016-17 school year (including summer 2016) or during the 2017-18 school year (including summer 2017), rate the local educational agency's success at engaging in the following activities with teachers and school administrators?**

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

**Identifying the professional learning needs of groups of teachers or staff as a whole**

1 2 3 **4** 5

**Identifying the professional learning needs of individual teachers**

1 2 3 **4** 5

**Providing support for teachers on the standards they have not yet mastered**

1 2 3 **4** 5

**Criteria:**

**Please assess the local educational agency performance on meeting the standard by designating the following: \***

**Met**

Not Met

Not Met For Two or More Years

**Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for implementation of state academic standards.**

Text limit is 1500 characters

MSA-4 ensures all curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) We provide services to ELs by proficiency level and ELD instruction is aligned to the CA ELD standards and framework. ELs have access to core and supplemental ELD instructional materials; teachers attend PDs whose focus is on ELD standards. Our teachers participate in at least 18 hours of professional development per year. PD includes the areas of Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas, and training in strategies to support ELs with common core ELA/ELD and math curricula. While the primary focus has mostly been on the ELA/Literacy, math, and ELD over the past few years, MSA-4 has also provided PD and supported our teachers on NGSS, History-Social Science, Physical Education, Visual and Performing Arts, and World Languages.

## PRIORITY 3

### Self-Reflection Tool for Priority 3: Parent Engagement

**Standard:** The local educational agency (LEA) annually measures its progress in: (1) seeking input from parents in decision making; and (2) promoting parental participation in programs, and reports the results to its local governing board at a regularly scheduled meeting and to stakeholders and the public through the California School Dashboard (Dashboard).

**Criteria:** The LEA will assess its performance on a (Met, Not Met, or Not Met for Two or More Years) scale.

**Evidence:** The LEA measures its progress using the self-reflection tool included in the Dashboard, and reports these results to its local governing board at a regularly scheduled meeting and through the local data selection option in the Dashboard.

## Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g. attendance, engagement, academic outcomes, social emotional learning, etc.). Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit:[1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The Local Control Funding Formula (LCFF) legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their local control and accountability plan (LCAP). The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

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[1] California Department of Education. (2017). Family Engagement Toolkit: Continuous Improvement through an Equity Lens. Sacramento, CA: Author.

## Instructions

This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-making

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified.

The results of the process should be used to inform the LCAP and the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below:

1. Identify the diverse stakeholders that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage stakeholders in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of data, identify the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):
  - 1 – Exploration and Research Phase
  - 2 – Beginning Development
  - 3 – Initial Implementation
  - 4 – Full Implementation
  - 5 – Full Implementation and Sustainability
4. Write a brief response to the prompts following each of the three sections.
5. Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.

## Building Relationships

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.

3

2. Rate the LEA's progress in creating welcoming environments for all families in the community.

3

3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.

3

4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families, teachers, and classified staff) to build trusting and respectful relationships with families.

3

### Dashboard Narrative Box

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

MSA 4 uses our annual survey to measure how we are meeting the needs of our families in this area. We have increased our homevisit rate over last year's rate. These visits provided us with greater insight as to how to support our students and what might be shaping their perspectives around learning. We also utilize Parent College to expose our families to experiences and information that is usually not easily accessible to underserved families. We also take our students and parents on field trips to provide them with greater exposure to the world outside the walls of the school.

For the upcoming school year, we will continue working on increasing parental involvement. We will also continue working to maintain/increase our home visit rates to facilitate stronger community relationships with our families.



## Building Partnerships for Student Outcomes

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.

3

6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.

3

7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.

3

8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.

3

### Dashboard Narrative Box

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

MSA 4 offers Parent College to our families. This program is designed to support our families as they learn about pathways to college and career readiness. This program also addresses advocacy and informs them of their rights. MSA 4's PACE coordinator also works to engage our school community in advocacy and learning more about our rights. There is also access to information and resources by way of monthly SSC and PTF meetings.

## Seeking Input for Decision Making

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision making.

3

10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.

3

11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.

3

12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.

3

### Dashboard Narrative Box

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

MSA 4 solicits input from our stakeholders by way of LCAP, Title I, SSC and PTF meetings throughout the school year.

Our goal is to continue working on increasing our parental involvement.

## Appendix A: Resources

1. Southwest Educational Development Laboratory in Collaboration with the United States Department of Education. (2013) Partners in Education: A Dual Capacity Building Framework for Family School Partnerships. Retrieved from <https://www2.ed.gov/documents/family-community/partners-education.pdf>
2. California Department of Education. (2017). Family Engagement Toolkit: Continuous Improvement through an Equity Lens. Sacramento, CA. Author. Retrieved from <https://www.cde.ca.gov/fg/aa/lc/documents/family-engagement.pdf>
3. California Department of Education. (2017). Editable Templates for Family Engagement Toolkit. Sacramento, CA. Author. Retrieved from <https://www.cde.ca.gov/fg/aa/lc/documents/toolkittemplates.doc>
4. United States Department of Health and Human Services, Administration for Children and Families, Office of Head Start, National Center on Parent, Family, and Community Engagement. (2018). [Head Start Parent, Family, and Community Engagement Framework](#). Retrieved from <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pfce-framework.pdf>
5. (2018). Head Start Parent, Family, and Community Engagement Framework. Retrieved from <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pfceframework.pdf>

## Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: \*

**Met**

Not Met

Not Met For Two or More Years

## PRIORITY 6

### Self-Reflection Tool for Priority 6: School Climate

This is the submission form for the local educational agency coordinator (school district, charter school, and county office) to complete on the local performance indicator for school climate (Priority 6).

**Standard:** The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K–5, 6–8, 9–12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the California School Dashboard.

**Evidence:** The LEA administers a survey, as specified, and reports the results to its local governing board and through the local data selection option in the Dashboard.

Local educational agencies (LEAs) will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard. LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate. The following are suggested guiding questions to help frame the narrative summary:

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

Text is limited to 3000 characters

Annually, MSA-4 conducts the CORE Districts survey instrument to students in grades 6-12, analyzes survey results such as participation rates and average approval rates for each topic and question on the survey, documents our findings (e.g., greatest progress and needs, comparisons with the prior year and CORE district results) and shares the results and findings with our stakeholders during LCAP information and feedback meetings and regular board meetings. MSA-4 disaggregates the results by grade and student group and also uses open-ended questions to further understand students' perceptions. MSA-4 strives to improve our students' perceptions of school safety and connectedness.

**WHAT DO YOU LIKE BEST ABOUT YOUR SCHOOL? (GLOWS)**

Our students feels supported by their teachers and enjoy that we are a small school.

The staff is committed to our students. They also appreciate that they are able to form closer bonds with our students due to our size.

Our families like that we are a small school and that our students are able to get personalized attention and support.

The fact that we are a small school will most likely not change for the upcoming school year, so that will not change for us. The objective is for us to remain focused on building relationships with our students that will support and facilitate a better sense of belonging for all. When there are connections, learning increases. According to Rita Pierson, "Children will not learn from you if they do not like you."

**WHAT DO YOU LIKE LEAST ABOUT YOUR SCHOOL? (GROWS)**

All stakeholder groups expressed concerns around discipline, rules and uniforms. There have been staffing changes made to assist with discipline and ensure that rules are followed and applied with equity.

\*In 2018-19, 80.7% of our students participated in the survey and their responses provided an average approval rating of 63% on the eight topics of the survey, with a rating of 62% on Topic 3 (Safety) and a rating of 60% on Topic 4 (Sense of Belonging / School Connectedness).

We will revisit our policies around classroom management systems and will support our teachers by sending them to PD's on classroom management.

We will revisit our supervision schedule to ensure consistent and adequate coverage.

**Criteria:**

**Please assess the local educational agency performance on meeting the standard by designating the following: \***

**Met**

Not Met

Not Met For Two or More Years

**Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on school climate.**

Text limit is 1500 characters

Stakeholder voices (i.e., voices of our students, families, staff, and other school community members) play a powerful

role in helping us learn how to improve our teaching, leadership, and other school practices. Surveys have been the primary means of collecting student, family, and staff opinions about what we are doing great and should keep doing, and what are areas for improvement so we can continue to provide our students with the best quality education. MSA-4 uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and students' own strengths and weaknesses.

MSA-4 uses the CORE survey instrument for school climate indicators which include the following four topics for students, families, and staff: Topic 1: Climate of Support for Academic Learning; Topic 2: Knowledge and Fairness of Discipline, Rules and Norms; Topic 3: Safety; Topic 4: Sense of Belonging (School Connectedness). In a separate survey students are also asked questions in additional four topics which include indicators for social-emotional competencies: Topic 5: Growth Mindset; Topic 6: Self-Efficacy; Topic 7: Self-Management; Topic 8: Social Awareness.

Annually, we analyze survey results and share the results and findings with our stakeholders during LCAP information and feedback meetings and regular board meetings.

## PRIORITY 7

### Self-Reflection Tool for Priority 7: Access to a Broad Course of Study

Standard: Local educational agencies (LEAs) annually measure their progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and Grades 7-12 , as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs, and report the results to their local governing board at regularly scheduled meetings of the local governing board and to stakeholders and the public through the Dashboard.

Evidence: The LEA responds to the self-reflection tools as specified and reports the results to its local governing board and through the local data selection option in the Dashboard.

### Approach for Self-Reflection Tool to Use as Evidence

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

**1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.**

MSA-4 designs its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including all student groups. Core subjects (English, mathematics, social sciences, and science) and electives are offered aligned with our charter petition and graduation requirements. As evidenced by the school master schedule, elective forms, class rosters, student schedules and transcripts, MSA-4 strives to offer a well-rounded education to our students.

MSA-4 provides students with 4-year plans and support programs to ensure timely high school graduation. We offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years to ensure satisfaction of UC/CSU requirements.

Text is limited to 3000 characters

**2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites**

**and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.**

As evidenced by our master schedule, elective forms, class rosters, student schedules and transcripts, 100% of students have access to a broad course of study, including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition.

We also provide all other academic programs and services outlined in our charter petition, certain programs and services being dependent on student need and interest. For example; we provide CCSS aligned ELA and math intervention classes to all students who are in need of additional support. We provide designated and integrated ELD instruction, support and intervention to ELs and immigrant students. We closely monitor student progress in ELA/Literacy, math, and ELD as measured by our interim assessments (MAP, IAB, etc.)

We provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. The AP courses we have offered this year include AP Spanish, English, World History and Statistics.

All students have access to "Advisory" classes (college planning and career exploration program) and programs preparing students for college readiness, including test prep for ACT/SAT, in grades 9-12. MSA-4 offers credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years to ensure satisfaction of UC/CSU requirements. MSA-4 had a one-year cohort graduation rate of 100% last year where 100% of our graduates completed courses that satisfy the UC/CSU requirements.

Text is limited to 3000 characters

**3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.**

MSA-4 provides access to a college-preparatory, STEAM focused broad course of study for all our students.

Text is limited to 3000 characters

**4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?**

MSA-4 will continue to provide access to a college-preparatory, STEAM focused broad course of study for all our students. We will ensure that all our students graduate college and career ready.

In an effort to provide more well-rounded education to our students, MSA-4 will strive to offer additional programs such as more elective courses aligned with career pathways, continued health and physical education, diverse arts programs,



increased civics, Life Skills, and SEL programs, etc., as well as provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Such additional programs depend on the availability of financial and human resources. MSA-4 will make the best use of its resources to provide a well-rounded education experience to our students.

Text is limited to 3000 characters

### Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: \*

**Met**

Not Met

Not Met For Two or More Years

**Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on access to a broad course of study.**

Text limit is 1500 characters

MSA-4 provides students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition. We also provide all other academic programs and services outlined in our charter petition, certain programs and services being dependent on student need and interest.

## Local Indicators

The State Board of Education (SBE) approved standards for the local indicators that support local educational agencies (LEAs) in measuring and reporting their progress within the appropriate priority area. For each local indicator, the approved standard includes:

1. Measuring LEA progress on the local indicator based on locally available information, and
2. Reporting the results to the LEA's local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.

For each applicable local indicator, LEAs assign one of three performance levels:

- Met
- Not Met
- Not Met for Two or More Years

LEAs make the determination for each applicable local indicator by using self-reflection tools to measure and report their progress through the Dashboard. The collection and reflection on locally available information relevant to progress on local priority areas will support LEAs in local planning and improvement efforts.

### Local Indicators that Apply to Charter Schools:

- **Priority 1:** Basic Services and Conditions
- **Priority 2:** Implementation of State Academic Standards
- **Priority 3:** Parent Engagement
- **Priority 6:** School Climate
- **Priority 7:** Access to a Broad Course of Study

**Note:** Self-reflection tool for Priority 3 has been revised by the SBE for Fall 2019 submission.

## PRIORITY 1

### Self-Reflection Tool for Priority 1: Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities

This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities (Priority 1).

Standard: Local educational agency annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; and provides information annually on progress meeting this standard to its local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency uses locally available information, including data currently reported through the School Accountability Report Card, and determines whether it report the results to its local governing board and through the self-reflection tool below. In the future, this information will be auto-populated within the web-based evaluation rubrics system (California School Dashboard) for local educational agencies that use the California Department of Education's School Accountability Report Card template. Currently, all local educational agencies will need to provide the following information:

All fields marked with an asterisk (\*) are required

Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions: \* 0

Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: \* 0

Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies): \* 0

### Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: \*

**Met**

Not Met

Not Met For Two or More Years

**Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities.**

Text limit is 1500 characters

MSA-5 conducts a credential review as part of the teacher hiring process and supports our teachers' credentialing needs as needed. We annually review master schedule/teacher assignments to ensure compliance. Additionally, we review alignment of instructional materials to standards and annually keep an inventory of instructional materials and corresponding purchase of materials. The annual review of budget and plans helps ensure adequate funds is available for instructional materials so that there are no students without access to their own copies of standards-aligned instructional materials for use at school and at home, including digital resources. Finally, we conduct monthly and yearly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff maintains campus cleanliness.

## PRIORITY 2

### **Self-Reflection Tool for Priority 2: Implementation of State Academic Standards**

This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for the implementation of state academic standards (Priority 2).

Standard: Local educational agency annually measures its progress implementing state academic standards and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency measures its progress using one of the self-reflective tools below and reports the results to its local governing board at a regularly scheduled meeting and through the evaluation rubrics web-based system (California School Dashboard).

Local educational agencies may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, local educational agencies may complete the optional reflection tool (Option 2).

All fields marked with an asterisk (\*) are required

#### **Option 1: Narrative Summary**

In the narrative box, identify the locally selected measures or tools that the local educational agency is using to track its progress in implementing the state academic standards adopted by the State Board of Education and briefly describe why the local educational agency chose the selected measures or tools.

Additionally, summarize the local educational agency's progress in implementing the academic standards adopted by the State Board of Education, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts – Common Core State Standards for English Language Arts
- English Language Development (Aligned to Common Core State Standards for English Language Arts)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Text is limited to 3000 characters

## Option 2: Reflection Tool

### Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the local educational agency's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

#### English Language Arts – Common Core State Standards for English Language Arts

1 2 3 **4** 5

#### English Language Development (Aligned to English Language Arts Standards)

1 2 3 **4** 5

#### Mathematics – Common Core State Standards for Mathematics

1 2 3 **4** 5

#### Next Generation Science Standards

1 2 3 **4** 5

#### History-Social Science

1 2 3 **4** 5

2. Rate the local educational agency's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

#### English Language Arts – Common Core State Standards for English Language Arts

1 2 3 4 **5**

**English Language Development (Aligned to English Language Arts Standards)**

1 2 3 4 **5**

**Mathematics – Common Core State Standards for Mathematics**

1 2 3 4 **5**

**Next Generation Science Standards**

1 2 3 **4** 5

**History-Social Science**

1 2 3 **4** 5

**3. Rate the local educational agency's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing)**

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

**English Language Arts – Common Core State Standards for English Language Arts**

1 2 3 **4** 5

**English Language Development (Aligned to English Language Arts Standards)**

1 2 3 **4** 5

**Mathematics – Common Core State Standards for Mathematics**

1 2 3 **4** 5

**Next Generation Science Standards**

1 2 3 **4** 5

**History-Social Science**

1 2 3 **4** 5

**Other Adopted Academic Standards**

**4. Rate the local educational agency's progress implementing each of the following academic standards adopted by the State Board of Education for all students.**

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

**Career Technical Education**

1 **2** 3 4 5

**Health Education Content Standards**

1 2 3 **4** 5

**Physical Education Model Content Standards**

1 2 3 4 **5**

**Visual and Performing Arts**

1 **2** 3 4 5

**World Language**

1 2 3 4 **5**

**Support for Teachers and Administrators**

**5. During the 2016-17 school year (including summer 2016) or during the 2017-18 school year (including summer 2017), rate the local educational agency's success at engaging in the following activities with teachers and school administrators?**

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

**Identifying the professional learning needs of groups of teachers or staff as a whole**

1 2 3 **4** 5

**Identifying the professional learning needs of individual teachers**

1 2 3 **4** 5

**Providing support for teachers on the standards they have not yet mastered**

1 2 3 **4** 5

**Criteria:**

Please assess the local educational agency performance on meeting the standard by designating the following: \*

**Met**

Not Met



Not Met For Two or More Years

**Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for implementation of state academic standards.**

Text limit is 1500 characters

MSA-5 ensures all curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) We provide services to ELs by proficiency level and ELD instruction is aligned to the CA ELD standards and framework. ELs have access to core and supplemental ELD instructional materials; teachers attend PDs whose focus is on ELD standards. Our teachers participate in at least 18 hours of professional development per year. PD includes the areas of Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas, and training in strategies to support ELs with common core ELA/ELD and math curricula. While the primary focus has mostly been on the ELA/Literacy, math, and ELD over the past few years, MSA-5 has also provided PD and supported our teachers on NGSS, History-Social Science, Career and Technical Education, Health Education, Physical Education, Visual and Performing Arts, and World Languages.

## PRIORITY 3

### Self-Reflection Tool for Priority 3: Parent Engagement

**Standard:** The local educational agency (LEA) annually measures its progress in: (1) seeking input from parents in decision making; and (2) promoting parental participation in programs, and reports the results to its local governing board at a regularly scheduled meeting and to stakeholders and the public through the California School Dashboard (Dashboard).

**Criteria:** The LEA will assess its performance on a (Met, Not Met, or Not Met for Two or More Years) scale.

**Evidence:** The LEA measures its progress using the self-reflection tool included in the Dashboard, and reports these results to its local governing board at a regularly scheduled meeting and through the local data selection option in the Dashboard.

## Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g. attendance, engagement, academic outcomes, social emotional learning, etc.). Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit:[1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The Local Control Funding Formula (LCFF) legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their local control and accountability plan (LCAP). The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

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[1] California Department of Education. (2017). Family Engagement Toolkit: Continuous Improvement through an Equity Lens. Sacramento, CA: Author.

## Instructions

This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-making

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified.

The results of the process should be used to inform the LCAP and the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below:

1. Identify the diverse stakeholders that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage stakeholders in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of data, identify the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):
  - 1 – Exploration and Research Phase
  - 2 – Beginning Development
  - 3 – Initial Implementation
  - 4 – Full Implementation
  - 5 – Full Implementation and Sustainability
4. Write a brief response to the prompts following each of the three sections.
5. Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.

## Building Relationships

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.

4

2. Rate the LEA's progress in creating welcoming environments for all families in the community.

4

3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.

4

4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families, teachers, and classified staff) to build trusting and respectful relationships with families.

4

### Dashboard Narrative Box

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Magnolia Science Academy-5 (MSA-5) has continued to implement new strategies to improve building relationships with their stakeholders. They do this by creating many opportunities for stakeholders to be involved with the school. These opportunities are, Coffee with the Admin, Parent Task Force Meetings, Open House/Back to School, Parent/Teacher Conferences, Home Visits, Fundraising Activities, Assemblies to just name a few.

MSA-5 has implemented The Parent and Community Engagement (PACE) program under a coordinator who is serving as an informational resource to parents, students, staff and others concerning school programs, services, attendance issues and other matters; respond to inquiries and provide information concerning related activities as well as encouraging parent participation in various school and community programs and services.

MSA-5 is still focusing on getting more stakeholders, including underrepresented families, to participate in opportunities on and off campus. MSA-5 intends on offering events at different times of the day, continuing our Parent College program, and making home visits to those that have difficulty coming to the school in order to involve our community..

### Building Partnerships for Student Outcomes

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

- 5. Rate the LEA’s progress in providing professional learning and support to teachers and principals to improve a school’s capacity to partner with families.

4

- 6. Rate the LEA’s progress in providing families with information and resources to support student learning and development in the home.

3

- 7. Rate the LEA’s progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.

5

- 8. Rate the LEA’s progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.

4

### Dashboard Narrative Box

Briefly describe the LEA’s current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Currently MSA-5 has a six part series called Parent College, which is open to all Stakeholders to attend, that teaches stakeholders on how to have successful outcomes from school. Also MSA-5, has a home visit program where staff go after school to students’ homes to meet with parent/guardians to discuss student progress, school updates, and listens to parents questions and comments.

A focus area of improvement is to get more participation from parents and to offer more workshops for stakeholders to attend to be better informed of information pertaining to MSA-5.

## Seeking Input for Decision Making

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

9. Rate the LEA’s progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision making.

4

10. Rate the LEA’s progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.

3

11. Rate the LEA’s progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.

3

12. Rate the LEA’s progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.

4

## Dashboard Narrative Box

Briefly describe the LEA’s current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

MSA-5 provides many opportunities for all stakeholders to be a part of the decision making process. MSA-5 has SSC, ELAC, Parent Task Force (PTF), Student Council, Coffee with Admin (Parents), Hot Chocolate with Admin (students) to discuss current and future programs with all stakeholders, review plans, and receive input on what stakeholders would like to see for the school.

A focus area for improvement would be to obtain consistent attendance on behalf of the parents and have more events outside the school grounds to better connect with the community.

## Appendix A: Resources

1. Southwest Educational Development Laboratory in Collaboration with the United States Department of Education. (2013) Partners in Education: A Dual Capacity Building Framework for Family School Partnerships. Retrieved from <https://www2.ed.gov/documents/family-community/partners-education.pdf>
2. California Department of Education. (2017). Family Engagement Toolkit: Continuous Improvement through an Equity Lens. Sacramento, CA. Author. Retrieved from <https://www.cde.ca.gov/fg/aa/lc/documents/family-engagement.pdf>
3. California Department of Education. (2017). Editable Templates for Family Engagement Toolkit. Sacramento, CA. Author. Retrieved from <https://www.cde.ca.gov/fg/aa/lc/documents/toolkittemplates.doc>
4. United States Department of Health and Human Services, Administration for Children and Families, Office of Head Start, National Center on Parent, Family, and Community Engagement. (2018). [Head Start Parent, Family, and Community Engagement Framework](#). Retrieved from <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pfce-framework.pdf>
5. (2018). Head Start Parent, Family, and Community Engagement Framework. Retrieved from <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pfcefamework.pdf>

## Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: \*

**Met**

Not Met

Not Met For Two or More Years

## PRIORITY 6

### Self-Reflection Tool for Priority 6: School Climate

This is the submission form for the local educational agency coordinator (school district, charter school, and county office) to complete on the local performance indicator for school climate (Priority 6).

**Standard:** The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K–5, 6–8, 9–12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the California School Dashboard.

**Evidence:** The LEA administers a survey, as specified, and reports the results to its local governing board and through the local data selection option in the Dashboard.

Local educational agencies (LEAs) will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard. LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate. The following are suggested guiding questions to help frame the narrative summary:

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

Text is limited to 3000 characters

Annually, MSA-5 conducts the CORE Districts survey instrument to students in grades 6-12, analyzes survey results such as participation rates and average approval rates for each topic and question on the survey, documents our findings (e.g., greatest progress and needs, comparisons with the prior year and CORE district results) and shares the results and findings with our stakeholders during LCAP information and feedback meetings and regular board meetings. MSA-5 disaggregates the results by grade and student group and also uses open-ended questions to further understand students' perceptions. MSA-5 strives to improve our students' perceptions of school safety and connectedness.

In 2018-19, 99.6% of our students participated in the survey and their responses provided an average approval rating of 72% on the four topics of the survey, with a high rating of 81% on Climate of Support for Academic Learning and our



lowest rating of 66% on Sense of Belonging / School Connectedness.

We will continue to push to have a high level of participation while implement the same strategies that helped our survey data improve amongst students and work with our students, families, and staff to improve the areas where the data was not as strong as the other topic areas.

## Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: \*

**Met**

Not Met

Not Met For Two or More Years

**Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on school climate.**

Text limit is 1500 characters

Stakeholder voices (i.e., voices of our students, families, staff, and other school community members) play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. Surveys have been the primary means of collecting student, family, and staff opinions about what we are doing great and should keep doing, and what are areas for improvement so we can continue to provide our students with the best quality education. MSA-5 uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and students' own strengths and weaknesses.

MSA-5 uses the CORE survey instrument for school climate indicators which include the following four topics for students, families, and staff: Topic 1: Climate of Support for Academic Learning; Topic 2: Knowledge and Fairness of Discipline, Rules and Norms; Topic 3: Safety; Topic 4: Sense of Belonging (School Connectedness). In a separate survey students are also asked questions in additional four topics which include indicators for social-emotional competencies: Topic 5: Growth Mindset; Topic 6: Self-Efficacy; Topic 7: Self-Management; Topic 8: Social Awareness.

Annually, we analyze survey results and share the results and findings with our stakeholders during LCAP information and feedback meetings and regular board meetings.

## PRIORITY 7

### Self-Reflection Tool for Priority 7: Access to a Broad Course of Study

Standard: Local educational agencies (LEAs) annually measure their progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and Grades 7-12 , as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs, and report the results to their local governing board at regularly scheduled meetings of the local governing board and to stakeholders and the public through the Dashboard.

Evidence: The LEA responds to the self-reflection tools as specified and reports the results to its local governing board and through the local data selection option in the Dashboard.

### Approach for Self-Reflection Tool to Use as Evidence

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

**1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.**

MSA-5 designs its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including all student groups. Core subjects (English, Mathematics, Social Sciences, and Science) and electives are offered aligned with our charter petition and graduation requirements. As evidenced by the school master schedule, elective forms, class rosters, student schedules and transcripts, MSA-5 strives to offer a well-rounded education to our students.

MSA-5 provides students with 4-year plans and support programs to ensure timely high school graduation. We offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years to ensure satisfaction of UC/CSU requirements.

Text is limited to 3000 characters

**2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study. LEAs may describe**

**progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.**

As evidenced by our master schedule, elective forms, class rosters, student schedules and transcripts, 100% of students have access to a broad course of study, including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition.

We also provide all other academic programs and services outlined in our charter petition, certain programs and services being dependent on student need and interest. For example; we provide CCSS aligned ELA and math intervention classes to all students who are in need of additional support. We provide designated and integrated ELD instruction, support and intervention to ELLs and immigrant students. We closely monitor student progress in ELA/Literacy, math, and ELD as measured by our interim assessments (MAP, IAB, etc.). In addition, every student has an access to a computer in class in order to utilize instructional softwares such as MyOn, StudySync, ALEKS, Khan Academy, Illuminate etc.

We provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. The AP courses we have offered this year include AP Spanish Language and Culture, plusand AP English Language and Composition. Moreover, high school students are assisted to enroll dual enrollment classes through Los Angeles Mission and Pierce Colleges.

All students have access to “Advisory” classes (college planning and career exploration program) and programs preparing students for college readiness, including test prep for ACT/SAT, in grades 9-12. MSA-5 offers credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years to ensure satisfaction of UC/CSU requirements.

Text is limited to 3000 characters

**3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.**

MSA-5 provides access to a college-preparatory, STEAM focused broad course of study for all our students.

Text is limited to 3000 characters

**4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?**

MSA-5 will continue to provide access to a college-preparatory, STEAM focused broad course of study for all our students. We will ensure that all our students graduate college and career ready.

In an effort to provide more well-rounded education to our students, MSA-5 will strive to offer additional programs such as more elective courses aligned with career pathways, continued health and physical education, diverse arts programs, increased civics, Life Skills, and SEL programs, etc., as well as provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Such additional programs depend on the availability of financial and human resources. MSA-5 will make the best use of its resources to provide a well-rounded education experience to our students.

Text is limited to 3000 characters

### Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: \*

**Met**

Not Met

Not Met For Two or More Years

**Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on access to a broad course of study.**

Text limit is 1500 characters

MSA-5 provides students with a broad array of courses including core subjects (English, Mathematics, Social Sciences, and Science) and electives as outlined in our charter petition. We also provide all other academic programs and services outlined in our charter petition, certain programs and services being dependent on student need and interest.

## Local Indicators

The State Board of Education (SBE) approved standards for the local indicators that support local educational agencies (LEAs) in measuring and reporting their progress within the appropriate priority area. For each local indicator, the approved standard includes:

1. Measuring LEA progress on the local indicator based on locally available information, and
2. Reporting the results to the LEA's local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.

For each applicable local indicator, LEAs assign one of three performance levels:

- Met
- Not Met
- Not Met for Two or More Years

LEAs make the determination for each applicable local indicator by using self-reflection tools to measure and report their progress through the Dashboard. The collection and reflection on locally available information relevant to progress on local priority areas will support LEAs in local planning and improvement efforts.

### Local Indicators that Apply to Charter Schools:

- **Priority 1:** Basic Services and Conditions
- **Priority 2:** Implementation of State Academic Standards
- **Priority 3:** Parent Engagement
- **Priority 6:** School Climate
- **Priority 7:** Access to a Broad Course of Study

**Note:** Self-reflection tool for Priority 3 has been revised by the SBE for Fall 2019 submission.

## PRIORITY 1

### Self-Reflection Tool for Priority 1: Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities

This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities (Priority 1).

Standard: Local educational agency annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; and provides information annually on progress meeting this standard to its local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency uses locally available information, including data currently reported through the School Accountability Report Card, and determines whether it report the results to its local governing board and through the self-reflection tool below. In the future, this information will be auto-populated within the web-based evaluation rubrics system (California School Dashboard) for local educational agencies that use the California Department of Education’s School Accountability Report Card template. Currently, all local educational agencies will need to provide the following information:

All fields marked with an asterisk (\*) are required

Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions: \* 0

Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: \* 0

Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies): \* 0

### Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: \*

**Met**

Not Met

Not Met For Two or More Years

**Optional:** Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities.

Text limit is 1500 characters

MSA-6 conducts credential review as part of teacher hiring process and supports our teachers' credentialing needs as needed. We annually review master schedule/teacher assignments to ensure compliance. Additionally, we review alignment of instructional materials to standards and annually keep an inventory of instructional materials and corresponding purchase of materials. The annual review of budget and plans helps ensure adequate funds is available for instructional materials so that there are no students without access to their own copies of standards-aligned instructional materials for use at school and at home, including digital resources. Finally, we conduct monthly and yearly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff maintains campus cleanliness.

## PRIORITY 2

### **Self-Reflection Tool for Priority 2: Implementation of State Academic Standards**

This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for the implementation of state academic standards (Priority 2).

Standard: Local educational agency annually measures its progress implementing state academic standards and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency measures its progress using one of the self-reflective tools below and reports the results to its local governing board at a regularly scheduled meeting and through the evaluation rubrics web-based system (California School Dashboard).

Local educational agencies may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, local educational agencies may complete the optional reflection tool (Option 2).

All fields marked with an asterisk (\*) are required

#### **Option 1: Narrative Summary**

In the narrative box, identify the locally selected measures or tools that the local educational agency is using to track its progress in implementing the state academic standards adopted by the State Board of Education and briefly describe why the local educational agency chose the selected measures or tools.

Additionally, summarize the local educational agency's progress in implementing the academic standards adopted by the State Board of Education, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts – Common Core State Standards for English Language Arts
- English Language Development (Aligned to Common Core State Standards for English Language Arts)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language



Text is limited to 3000 characters

DO NOT WRITE ANYTHING HERE BECAUSE WE CHOSE OPTION 2 AS OUR REFLECTION TOOL.

## Option 2: Reflection Tool

### Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the local educational agency's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

#### English Language Arts – Common Core State Standards for English Language Arts

1 2 3 **4** 5

#### English Language Development (Aligned to English Language Arts Standards)

1 2 3 **4** 5

#### Mathematics – Common Core State Standards for Mathematics

1 2 3 **4** 5

#### Next Generation Science Standards

1 2 3 **4** 5

#### History-Social Science

1 2 3 **4** 5

2. Rate the local educational agency's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

#### English Language Arts – Common Core State Standards for English Language Arts

1 2 3 4 **5**

**English Language Development (Aligned to English Language Arts Standards)**

1 2 3 4 **5**

**Mathematics – Common Core State Standards for Mathematics**

1 2 3 4 **5**

**Next Generation Science Standards**

1 2 3 4 **5**

**History-Social Science**

1 2 3 4 **5**

**3. Rate the local educational agency's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing)**

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

**English Language Arts – Common Core State Standards for English Language Arts**

1 2 3 **4** 5

**English Language Development (Aligned to English Language Arts Standards)**

1 2 3 **4** 5

**Mathematics – Common Core State Standards for Mathematics**

1 2 3 **4** 5

**Next Generation Science Standards**

1 2 3 **4** 5

**History-Social Science**

1 2 3 **4** 5

**Other Adopted Academic Standards**

**4. Rate the local educational agency's progress implementing each of the following academic standards adopted by the State Board of Education for all students.**

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

**Career Technical Education**

**1** 2 3 4 5

**Health Education Content Standards**

1 2 **3** 4 5

**Physical Education Model Content Standards**

1 2 3 4 **5**

**Visual and Performing Arts (we offer this as after school club)**

1 2 **3** 4 5

**World Language**

**1** 2 3 4 5

**Support for Teachers and Administrators**

**5. During the 2016-17 school year (including summer 2016) or during the 2017-18 school year (including summer 2017), rate the local educational agency's success at engaging in the following activities with teachers and school administrators?**

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

**Identifying the professional learning needs of groups of teachers or staff as a whole**

1 2 3 **4** 5

**Identifying the professional learning needs of individual teachers**

1 2 3 **4** 5

**Providing support for teachers on the standards they have not yet mastered**

1 2 3 **4** 5

**Criteria:**

**Please assess the local educational agency performance on meeting the standard by designating the following: \***

**Met**

Not Met

Not Met For Two or More Years

**Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for implementation of state academic standards.**

Text limit is 1500 characters

MSA-6 ensures all curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) We provide services to ELs by proficiency level and ELD instruction is aligned to the CA ELD standards and framework. ELs have access to core and supplemental ELD instructional materials; teachers attend PDs whose focus is on ELD standards. Our teachers participate in at least 18 hours of professional development per year. PD includes the areas of Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas, and training in strategies to support ELs with common core ELA/ELD and math curricula. While the primary focus has mostly been on the ELA/Literacy, math, and ELD over the past few years, MSA-6 has also provided PD and supported our teachers on NGSS, History-Social Science, Career Technical Education, Health Education, Physical Education, Visual and Performing Arts, and World Languages.

## PRIORITY 3

### Self-Reflection Tool for Priority 3: Parent Engagement

**Standard:** The local educational agency (LEA) annually measures its progress in: (1) seeking input from parents in decision making; and (2) promoting parental participation in programs, and reports the results to its local governing board at a regularly scheduled meeting and to stakeholders and the public through the California School Dashboard (Dashboard).

**Criteria:** The LEA will assess its performance on a (Met, Not Met, or Not Met for Two or More Years) scale.

**Evidence:** The LEA measures its progress using the self-reflection tool included in the Dashboard, and reports these results to its local governing board at a regularly scheduled meeting and through the local data selection option in the Dashboard.

## Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g. attendance, engagement, academic outcomes, social emotional learning, etc.). Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit:[1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The Local Control Funding Formula (LCFF) legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their local control and accountability plan (LCAP). The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

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[1] California Department of Education. (2017). Family Engagement Toolkit: Continuous Improvement through an Equity Lens. Sacramento, CA: Author.

## Instructions

This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-making

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified.

The results of the process should be used to inform the LCAP and the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below:

1. Identify the diverse stakeholders that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage stakeholders in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of data, identify the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):
  - 1 – Exploration and Research Phase
  - 2 – Beginning Development
  - 3 – Initial Implementation
  - 4 – Full Implementation
  - 5 – Full Implementation and Sustainability
4. Write a brief response to the prompts following each of the three sections.
5. Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.

## Building Relationships

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

1. **Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.**

**3**

2. **Rate the LEA's progress in creating welcoming environments for all families in the community.**

**3**

3. **Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.**

**3**

4. **Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families, teachers, and classified staff) to build trusting and respectful relationships with families.**

**3**

### Dashboard Narrative Box

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Here at Magnolia Science Academy-6, we do our best to build positive relationships with staff members, the families, the students, and any other support members within our community. We have been sending staff member(s) to trainings to help increase positive relationships, particularly the PBIS training that has been offered by Los Angeles County of Education. This was the first year that we attended this training and are planning to continue to implement and develop our PBIS system. Furthermore, we have opened up as many communication lines as possible for our parents and families to contact our school. Beyond our typical email and phone system we have also implemented other technological apps that build bridges between the school and its families. Some of the apps that we use are: Parent square, Class Dojo, Twitter, Facebook and Illuminate (our SIS system). Also, our school website is always up to date to keep all stakeholders posted.

For face to face meetings, we have an open door policy where parents are able to join our School Site Council Meetings (SSC), English Language Advisory Committee (ELAC), our Parent Task Force (PTF) meetings, Title I meetings, and our Coffee with the Principal meetings. All of these face to face meetings occur multiple times (min 4 times for each meeting) throughout the year at various days of the week and at various times of the day in order to help maximize participation from all parent/culture groups. As an added way of building relationships with families, we have fun activities like Back to School BBQ, back to school night, and the Multicultural Food Festival to help bridge the gap between families and the school and orientation meetings in order to meet and greet parents and students before the year begins.

## Building Partnerships for Student Outcomes

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.

3

6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.

3

7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.

3

8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.

3

## Dashboard Narrative Box

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.



Magnolia Science Academy-6 feels that building partnerships for student outcomes is an important aspect of achieving higher results. Our teachers are given opportunities to grow professionally with our tuition reimbursement policy. The teachers are encouraged to take advantage of the tuition reimbursement policy in order to help with their own development but also to help with student outcome as well. Some of the professional development opportunities that our teachers have taken are the: CUE conference (for technology), CAHPERD (California Association for Health, Physical Education, Recreation and Dance) conference, administrative degrees, and master degrees in education. As a result from these professional development growth opportunities, teachers become more adept in their content knowledge and teaching pedagogy. This then helps students in class, during after-school tutoring clubs, and even during Saturday school.

Teachers also have the opportunity to build relationships with parents and their child(ren) by enrolling in a course, "Parent College," and going through a curriculum that helps the parents become more familiar with the education sector. The topics that are included in this program are; Common core State standards, high school readiness, college applications, grants, enrollment, statistics, testing, extra-curricular activities...etc. At the end of the curriculum, the parents who attend every session graduate from the Parent College course, where we have a ceremony just like how we do for our culminating 8th graders.

Lastly, per our charter petition, we do "Home Visits" throughout the school year. Every year we try to hit our target of meeting the home visit goal. The goal is visiting min. 25% of our school's population, which is usually around 40 families. This is where we are able to go over to families' home, chat with them, and bond with them to help increase the sense of belonging at our school.

## Seeking Input for Decision Making

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

9. **Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision making.**

**3**

**10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.**

**3**

**11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.**

**3**

**12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.**

**3**

### **Dashboard Narrative Box**

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Magnolia Science Academy-6 encourages all families to be a part of the decision making process. Some of the meetings that we have are the SSC meetings, ELAC meetings, PTF meetings, and Coffee with the Principal meetings. Throughout the year, we have at least four of these meetings in order to help create a bond between our families and the school. During these meetings, an agenda is created to hear what the opinions of our stakeholders. Beyond the meetings and since we have an open-door policy, we have parents coming to our school to speak and share their concerns, or praise, about our school.

Lastly, we have a stakeholder survey that we provide twice a year. This is an extensive survey that gives students, parents, and staff members a voice on how the school is doing. The survey looks at many aspects of the school such as, sense of belonging, academics, safety...etc. After the survey has been completed, an analysis of the answers are given to the school administration in order to help improve on things we need to improve on and to recognize and identify some of the successes that we have had as a school. We share the survey results with all stakeholders during staff and parent meetings.

## Appendix A: Resources

1. Southwest Educational Development Laboratory in Collaboration with the United States Department of Education. (2013) Partners in Education: A Dual Capacity Building Framework for Family School Partnerships. Retrieved from <https://www2.ed.gov/documents/family-community/partners-education.pdf>
2. California Department of Education. (2017). Family Engagement Toolkit: Continuous Improvement through an Equity Lens. Sacramento, CA. Author. Retrieved from <https://www.cde.ca.gov/fg/aa/lc/documents/family-engagement.pdf>
3. California Department of Education. (2017). Editable Templates for Family Engagement Toolkit. Sacramento, CA. Author. Retrieved from <https://www.cde.ca.gov/fg/aa/lc/documents/toolkittemplates.doc>
4. United States Department of Health and Human Services, Administration for Children and Families, Office of Head Start, National Center on Parent, Family, and Community Engagement. (2018). [Head Start Parent, Family, and Community Engagement Framework](#). Retrieved from <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pfce-framework.pdf>
5. (2018). Head Start Parent, Family, and Community Engagement Framework. Retrieved from <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pfcefamework.pdf>

### Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: \*

**Met**

Not Met

Not Met For Two or More Years

## PRIORITY 6

### Self-Reflection Tool for Priority 6: School Climate

This is the submission form for the local educational agency coordinator (school district, charter school, and county office) to complete on the local performance indicator for school climate (Priority 6).

**Standard:** The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K–5, 6–8, 9–12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the California School Dashboard.

**Evidence:** The LEA administers a survey, as specified, and reports the results to its local governing board and through the local data selection option in the Dashboard.

Local educational agencies (LEAs) will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard. LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate. The following are suggested guiding questions to help frame the narrative summary:

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

Text is limited to 3000 characters

Annually, MSA-6 conducts the CORE Districts survey instrument to students in grades 6-12, analyzes survey results such as participation rates and average approval rates for each topic and question on the survey, documents our findings (e.g., greatest progress and needs, comparisons with the prior year and CORE district results) and shares the results and findings with our stakeholders during LCAP information and feedback meetings and regular board meetings. MSA-6 disaggregates the results by grade and student group and also uses open-ended questions to further understand students' perceptions. MSA-6 strives to improve our students' perceptions of school safety and connectedness.

In 2018-19, 100% of our students participated in the survey and their responses provided an average approval rating of 70% on the eight topics of the survey, with a rating of 78% on Topic 1 (Climate of Support for Academic Learning) and a

rating of 63% on Topic 4 (Sense of Belonging / School Connectedness).

Our surveys reflected that students feel the greatest area of need is the improvement of school extra curricular activities and the quality of school food. There is no art and music classes in our regular school hours. However, we offer them as after school clubs. Additionally, students expressed the need for more sport activities (tournaments and games) and more fun projects/homework. Students also mentioned about better meal options for lunch.

In order to address these areas of needs, our school added some fun clubs for our after school program and established some soccer games with our sister school MSA-4. Teachers were informed about assigning more fun projects for their classes and using some online resources like Kahoot and Brain Pop. Regarding the school food, we already informed Schools in Action company to look into various lunch vendors for the best quality and healthy food for 2019-20 school year.

## Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: \*

**Met**                      Not Met                      Not Met For Two or More Years

*Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on school climate.*

Text limit is 1500 characters

Stakeholder voices (i.e., voices of our students, families, staff, and other school community members) play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. Surveys have been the primary means of collecting student, family, and staff opinions about what we are doing great and should keep doing, and what are areas for improvement so we can continue to provide our students with the best quality education. MSA-6 uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and students' own strengths and weaknesses.

MSA-6 uses the CORE survey instrument for school climate indicators which include the following four topics for students, families, and staff: Topic 1: Climate of Support for Academic Learning; Topic 2: Knowledge and Fairness of Discipline, Rules and Norms; Topic 3: Safety; Topic 4: Sense of Belonging (School Connectedness). In a separate survey students are also asked questions in additional four topics which include indicators for social-emotional competencies: Topic 5: Growth Mindset; Topic 6: Self-Efficacy; Topic 7: Self-Management; Topic 8: Social Awareness.

Annually, we analyze survey results and share the results and findings with our stakeholders during LCAP information and feedback meetings and regular board meetings.

## PRIORITY 7

### Self-Reflection Tool for Priority 7: Access to a Broad Course of Study

Standard: Local educational agencies (LEAs) annually measure their progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and Grades 7-12 , as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs, and report the results to their local governing board at regularly scheduled meetings of the local governing board and to stakeholders and the public through the Dashboard.

Evidence: The LEA responds to the self-reflection tools as specified and reports the results to its local governing board and through the local data selection option in the Dashboard.

### Approach for Self-Reflection Tool to Use as Evidence

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

**1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.**

MSA-6 designs its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including all student groups. Core subjects (English, mathematics, social sciences, and science) and electives are offered aligned with our charter petition and graduation requirements. As evidenced by the school master schedule, elective forms, class rosters, student schedules and transcripts, MSA-6 strives to offer a well-rounded education to our students.

Text is limited to 3000 characters

**2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.**

As evidenced by our master schedule, elective forms, class rosters, student schedules and transcripts, 100% of students

have access to a broad course of study, including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition.

We also provide all other academic programs and services outlined in our charter petition, certain programs and services being dependent on student need and interest. For example; we provide CCSS aligned ELA and math intervention classes to all students who are in need of additional support. We provide designated and integrated ELD instruction, support and intervention to ELs and immigrant students. We closely monitor student progress in ELA/Literacy, math, and ELD as measured by our interim assessments (MAP, IAB, etc.)

Text is limited to 3000 characters

**3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.**

MSA-6 provides access to a college-preparatory, STEAM focused broad course of study for all our students.

Text is limited to 3000 characters

**4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?**

MSA-6 will continue to provide access to a college-preparatory, STEAM focused broad course of study for all our students. We will ensure that all our students graduate college and career ready.

In an effort to provide more well-rounded education to our students, MSA-6 will strive to offer additional programs such as more elective courses aligned with career pathways, continued health and physical education, diverse arts programs, increased civics, Life Skills, and SEL programs, etc., as well as provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Such additional programs depend on the availability of financial and human resources. MSA-6 will make the best use of its resources to provide a well-rounded education experience to our students.

Text is limited to 3000 characters

**Criteria:**

Please assess the local educational agency performance on meeting the standard by designating the following: \*

**Met**

Not Met

Not Met For Two or More Years

**Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on access to a broad course of study.**

Text limit is 1500 characters

MSA-6 provides students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition. We also provide all other academic programs and services outlined in our charter petition, certain programs and services being dependent on student need and interest.



## Local Indicators

The State Board of Education (SBE) approved standards for the local indicators that support local educational agencies (LEAs) in measuring and reporting their progress within the appropriate priority area. For each local indicator, the approved standard includes:

1. Measuring LEA progress on the local indicator based on locally available information, and
2. Reporting the results to the LEA's local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.

For each applicable local indicator, LEAs assign one of three performance levels:

- Met
- Not Met
- Not Met for Two or More Years

LEAs make the determination for each applicable local indicator by using self-reflection tools to measure and report their progress through the Dashboard. The collection and reflection on locally available information relevant to progress on local priority areas will support LEAs in local planning and improvement efforts.

### Local Indicators that Apply to Charter Schools:

- **Priority 1:** Basic Services and Conditions
- **Priority 2:** Implementation of State Academic Standards
- **Priority 3:** Parent Engagement
- **Priority 6:** School Climate
- **Priority 7:** Access to a Broad Course of Study

**Note:** Self-reflection tool for Priority 3 has been revised by the SBE for Fall 2019 submission.

## PRIORITY 1

### **Self-Reflection Tool for Priority 1: Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities**

This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities (Priority 1).

Standard: Local educational agency annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; and provides information annually on progress meeting this standard to its local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency uses locally available information, including data currently reported through the School Accountability Report Card, and determines whether it report the results to its local governing board and through the self-reflection tool below. In the future, this information will be auto-populated within the web-based evaluation rubrics system (California School Dashboard) for local educational agencies that use the California Department of Education's School Accountability Report Card template. Currently, all local educational agencies will need to provide the following information:

All fields marked with an asterisk (\*) are required

**Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions: \* 0**

**Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: \* 0**

**Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies): \* 0**

### Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: \*

**Met**

Not Met

Not Met For Two or More Years

**Optional:** Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities.

Text limit is 1500 characters

MSA-7 conducts credential review as part of teacher hiring process and supports our teachers' credentialing needs as needed. We annually review master schedule/teacher assignments to ensure compliance. Additionally, we review alignment of instructional materials to standards and annually keep an inventory of instructional materials and corresponding purchase of materials. The annual review of budget and plans helps ensure adequate funds is available for instructional materials so that there are no students without access to their own copies of standards-aligned instructional materials for use at school and at home, including digital resources. Finally, we conduct monthly and yearly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff maintains campus cleanliness.

## PRIORITY 2

### Self-Reflection Tool for Priority 2: Implementation of State Academic Standards

This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for the implementation of state academic standards (Priority 2).

Standard: Local educational agency annually measures its progress implementing state academic standards and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency measures its progress using one of the self-reflective tools below and reports the results to its local governing board at a regularly scheduled meeting and through the evaluation rubrics web-based system (California School Dashboard).

Local educational agencies may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, local educational agencies may complete the optional reflection tool (Option 2).

All fields marked with an asterisk (\*) are required

#### Option 1: Narrative Summary

In the narrative box, identify the locally selected measures or tools that the local educational agency is using to track its progress in implementing the state academic standards adopted by the State Board of Education and briefly describe why the local educational agency chose the selected measures or tools.

Additionally, summarize the local educational agency's progress in implementing the academic standards adopted by the State Board of Education, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts – Common Core State Standards for English Language Arts
- English Language Development (Aligned to Common Core State Standards for English Language Arts)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Text is limited to 3000 characters

DO NOT WRITE ANYTHING HERE BECAUSE WE CHOSE OPTION 2 AS OUR REFLECTION TOOL.

## Option 2: Reflection Tool

### Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the local educational agency's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

#### English Language Arts – Common Core State Standards for English Language Arts

1 2 3 4 **5**

#### English Language Development (Aligned to English Language Arts Standards)

1 2 3 4 **5**

#### Mathematics – Common Core State Standards for Mathematics

1 2 3 4 **5**

#### Next Generation Science Standards

1 2 3 **4** 5

#### History-Social Science

1 2 3 **4** 5

2. Rate the local educational agency's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

#### English Language Arts – Common Core State Standards for English Language Arts

1 2 3 4 **5**

**English Language Development (Aligned to English Language Arts Standards)**

1 2 3 4 **5**

**Mathematics – Common Core State Standards for Mathematics**

1 2 3 4 **5**

**Next Generation Science Standards**

1 2 3 4 **5**

**History-Social Science**

1 2 3 4 **5**

**3. Rate the local educational agency's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing)**

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

**English Language Arts – Common Core State Standards for English Language Arts**

1 2 3 4 **5**

**English Language Development (Aligned to English Language Arts Standards)**

1 2 3 4 **5**

**Mathematics – Common Core State Standards for Mathematics**

1 2 3 4 **5**

**Next Generation Science Standards**

1 2 3 **4** 5

**History-Social Science**

1 2 3 **4** 5

**Other Adopted Academic Standards**

**4. Rate the local educational agency's progress implementing each of the following academic standards adopted by the State Board of Education for all students.**

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

**Career Technical Education**

1 2 3 **4** 5

**Health Education Content Standards**

1 2 3 4 **5**

**Physical Education Model Content Standards**

1 2 3 4 **5**

**Visual and Performing Arts**

1 2 3 **4** 5

**World Language**

**1** 2 3 4 5

**Support for Teachers and Administrators**

**5. During the 2016-17 school year (including summer 2016) or during the 2017-18 school year (including summer 2017), rate the local educational agency's success at engaging in the following activities with teachers and school administrators?**

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

**Identifying the professional learning needs of groups of teachers or staff as a whole**

1 2 3 4 **5**

**Identifying the professional learning needs of individual teachers**

1 2 3 4 **5**

**Providing support for teachers on the standards they have not yet mastered**

1 2 3 **4** 5

**Criteria:**

**Please assess the local educational agency performance on meeting the standard by designating the following: \***

**Met**

Not Met

Not Met For Two or More Years

**Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for implementation of state academic standards.**

Text limit is 1500 characters

MSA-7 ensures all curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) We provide services to ELs by proficiency level and ELD instruction is aligned to the CA ELD standards and framework. ELs have access to core and supplemental ELD instructional materials; teachers attend PDs whose focus is on ELD standards. Our teachers participate in at least 88 hours of professional development per year. PD includes the areas of Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas, and training in strategies to support ELs with common core ELA/ELD and math curricula. While the primary focus has mostly been on the ELA/Literacy, math, and ELD over the past few years, MSA-7 has also provided PD and supported our teachers on NGSS, History-Social Science, Career Technical Education, Health Education, Physical Education, and Visual and Performing Arts. Staff members also trained on social emotional learning supports for students.



## PRIORITY 3

### Self-Reflection Tool for Priority 3: Parent Engagement

**Standard:** The local educational agency (LEA) annually measures its progress in: (1) seeking input from parents in decision making; and (2) promoting parental participation in programs, and reports the results to its local governing board at a regularly scheduled meeting and to stakeholders and the public through the California School Dashboard (Dashboard).

**Criteria:** The LEA will assess its performance on a (Met, Not Met, or Not Met for Two or More Years) scale.

**Evidence:** The LEA measures its progress using the self-reflection tool included in the Dashboard, and reports these results to its local governing board at a regularly scheduled meeting and through the local data selection option in the Dashboard.

## Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g. attendance, engagement, academic outcomes, social emotional learning, etc.). Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit:[1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The Local Control Funding Formula (LCFF) legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their local control and accountability plan (LCAP). The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

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[1] California Department of Education. (2017). Family Engagement Toolkit: Continuous Improvement through an Equity Lens. Sacramento, CA: Author.

## Instructions

This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-making

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified.

The results of the process should be used to inform the LCAP and the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below:

1. Identify the diverse stakeholders that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage stakeholders in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of data, identify the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):
  - 1 – Exploration and Research Phase
  - 2 – Beginning Development
  - 3 – Initial Implementation
  - 4 – Full Implementation
  - 5 – Full Implementation and Sustainability
4. Write a brief response to the prompts following each of the three sections.
5. Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.

## Building Relationships

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.

3

2. Rate the LEA's progress in creating welcoming environments for all families in the community.

4

3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.

4

4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families,rs, teachers, and classified staff) to build trusting and respectful relationships with families.

5

### Dashboard Narrative Box

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

MSA-7 has a bilingual School Culture Coordinator. This position allows for our school and families to build relationship within our community. MSA-7 has SSC (4 times per year), PTF (8 times per year), and ELAC (4 times per year) committee gatherings. In addition to these meetings, we have increased the quality and quantity of the communication tools with parents. Social media (facebook, twitter), our monthly bilingual school gazette increases communication. Magnolia-wide we are using the MSA mobile application, Bloomz, for our families. We have started to use the Parent Square software which allows us to communicate to our families without any language barriers. Our traditional gatherings with parents such as Parent Orientation, Back to School Night, Fall/ Spring Parent teacher conferences, Open House, Home visits, Fall Festival, Dr. Seuss Literacy Night and PTF organized Family Social nights help increase the communication with the parents. MSA-7 annually has volunteer appreciation day as well. We are also planning to have a

suggestion box with a bilingual Leave a Message form for anonymous suggestions.

## Building Partnerships for Student Outcomes

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

5. Rate the LEA’s progress in providing professional learning and support to teachers and principals to improve a school’s capacity to partner with families.

4

6. Rate the LEA’s progress in providing families with information and resources to support student learning and development in the home.

3

7. Rate the LEA’s progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.

4

8. Rate the LEA’s progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.

3

### Dashboard Narrative Box

Briefly describe the LEA’s current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

To increase and help better to the parents, in addition to the meetings shared above, we have Student Success Planning Team Meetings, Unsatisfactory Student Meetings, ELD Coordinator Meetings and IEP meetings with the students and their parents. In these meetings many of the students’ personalized needs are disclosed and improvement plans are prepared collaboratively. MSA-7 will have extended parent workshops during the 2019-20 school year for the parents to support their children more and to be able to advocate for their students’ needs.

## Seeking Input for Decision Making

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision making.

4

10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.

4

11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.

3

12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.

3

### Dashboard Narrative Box

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

We value our stakeholders and are using their feedback to strengthen in the upcoming school year. In addition to the yearly 360 degree Panorama Surveys we ask LCAP planning need assessment surveys to the parents, staff members and to the students. Parents have active decision making roles in the School Site Committee (SSC), in the English Learners Advisory Committee (ELAC) and in the Parent Task Force (PTF) meetings. To increase the efficiency and engagement of being part of these committees we will implement training meetings at the first meetings of these committee meetings next school year.

## Appendix A: Resources

1. Southwest Educational Development Laboratory in Collaboration with the United States Department of Education. (2013) Partners in Education: A Dual Capacity Building Framework for Family School Partnerships. Retrieved from <https://www2.ed.gov/documents/family-community/partners-education.pdf>
2. California Department of Education. (2017). Family Engagement Toolkit: Continuous Improvement through an Equity Lens. Sacramento, CA. Author. Retrieved from <https://www.cde.ca.gov/fg/aa/lc/documents/family-engagement.pdf>
3. California Department of Education. (2017). Editable Templates for Family Engagement Toolkit. Sacramento, CA. Author. Retrieved from <https://www.cde.ca.gov/fg/aa/lc/documents/toolkittemplates.doc>
4. United States Department of Health and Human Services, Administration for Children and Families, Office of Head Start, National Center on Parent, Family, and Community Engagement. (2018). [Head Start Parent, Family, and Community Engagement Framework](#). Retrieved from <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pfce-framework.pdf>
5. (2018). Head Start Parent, Family, and Community Engagement Framework. Retrieved from <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pfceframework.pdf>

## Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: \*

**Met**

Not Met

Not Met For Two or More Years

## PRIORITY 6

### Self-Reflection Tool for Priority 6: School Climate

This is the submission form for the local educational agency coordinator (school district, charter school, and county office) to complete on the local performance indicator for school climate (Priority 6).

**Standard:** The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K–5, 6–8, 9–12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the California School Dashboard.

**Evidence:** The LEA administers a survey, as specified, and reports the results to its local governing board and through the local data selection option in the Dashboard.

Local educational agencies (LEAs) will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard. LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate. The following are suggested guiding questions to help frame the narrative summary:

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

Text is limited to 3000 characters

Annually, MSA-7 conducts the CORE Districts survey instrument to students in grades 3-5, analyzes survey results such as participation rates and average approval rates for each topic and question on the survey, documents our findings (e.g., greatest progress and needs, comparisons with the prior year and CORE district results) and shares the results and findings with our stakeholders during LCAP information and feedback meetings and regular board meetings. MSA-7 disaggregates the results by grade and student group and also uses open-ended questions to further understand students' perceptions. MSA-7 strives to improve our students' perceptions of school safety and connectedness.

**GREATEST PROGRESS:**

Student needs addressed more with additional support programs. Staff and Parent overall approval is within the high percentile. Art and STEM collaboration is built in 2018-2019 school year.

**GREATEST NEEDS:**

Facility improvement (sand, IT, etc.)

Bathroom and cafeteria

Continue developing and training PBIS implementation for all staff

Sports and music programs

Continue refinement and communication of safety procedures

In 2018-19, 99% of our 3rd grade to 5th grade students participated in the survey and their responses provided an average approval rating of 75% on the four topics of the survey, with a rating of 82% on Topic 1 (Climate of Academic support) and a rating of 77 % on Topic 2 (Knowledge and fairness of Discipline), and a rating of 65 % on Topic 3 (Safety) and a rating 76%Topic 4(Sense of belonging),Whereas 89% answered the question positively to the question of “Overall, I am satisfied and would recommend this school to other students.”

**WRITE HERE YOUR REFLECTIONS OF THE STUDENT SURVEY FINDINGS, WHAT ACTIONS ARE YOU PLANNING TO IMPLEMENT TO ADDRESS THEM AND WHETHER THESE ACTIONS ARE HELPING.**

The principal will create a plan and work with the Home Office on improvement of the facilities by the end of June.

IT issues will be addressed during spring break.

Trainings for staff and assemblies for students on PBIS during summer in-service

Plan for a music program this summer; explore fundraising options in August

Work with the community to increase safety around the campus; communicate safety rules (driving, signs, etc.) with stakeholders

Our teachers are trained on how to promote growth mindset during the summer training. Our teachers are also trained on implementation of PBIS.

**Criteria:**

Please assess the local educational agency performance on meeting the standard by designating the following: \*

**Met**

Not Met

Not Met For Two or More Years



**Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on school climate.**

Text limit is 1500 characters

Stakeholder voices (i.e., voices of our students, families, staff, and other school community members) play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. Surveys have been the primary means of collecting student, family, and staff opinions about what we are doing great and should keep doing, and what are areas for improvement so we can continue to provide our students with the best quality education. MSA-7 uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and students' own strengths and weaknesses.

MSA-7 uses the CORE survey instrument for school climate indicators which include the following four topics for students, families, and staff: Topic 1: Climate of Support for Academic Learning; Topic 2: Knowledge and Fairness of Discipline, Rules and Norms; Topic 3: Safety; Topic 4: Sense of Belonging (School Connectedness). In a separate survey students are also asked questions in additional four topics which include indicators for social-emotional competencies: Topic 5: Growth Mindset; Topic 6: Self-Efficacy; Topic 7: Self-Management; Topic 8: Social Awareness.

Annually, we analyze survey results and share the results and findings with our stakeholders during LCAP information and feedback meetings and regular board meetings.

## PRIORITY 7

### Self-Reflection Tool for Priority 7: Access to a Broad Course of Study

Standard: Local educational agencies (LEAs) annually measure their progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and Grades 7-12 , as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs, and report the results to their local governing board at regularly scheduled meetings of the local governing board and to stakeholders and the public through the Dashboard.

Evidence: The LEA responds to the self-reflection tools as specified and reports the results to its local governing board and through the local data selection option in the Dashboard.

### Approach for Self-Reflection Tool to Use as Evidence

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

**1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.**

MSA-7 designs its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including all student groups. Core subjects (English, mathematics, social sciences, and science) and non-core subject areas such PE, Health, and Art are offered aligned with our charter petition and graduation requirements. Our students with disabilities have access to all general education curriculum and programs with RSP support as indicated in their IEPs. As evidenced by the school master schedule, class rosters, student schedules and transcripts, MSA-7 strives to offer a well-rounded education to our students.

Text is limited to 3000 characters

**2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.**

As evidenced by our master schedule, elective forms, class rosters, student schedules and transcripts, 100% of students have access to a broad course of study, including core subjects (English, mathematics, social sciences, and science) and specials as outlined in our charter petition such as Computer, PE/Health, and Life Skills (Character Education).

We also provide all other academic programs and services outlined in our charter petition, certain programs and services being dependent on student need and interest. For example; we provide CCSS aligned ELA and math intervention classes to all students who are in need of additional support. We provide designated and integrated ELD instruction, support and intervention to ELs and immigrant students. We closely monitor student progress in ELA/Literacy, math, and ELD as measured by our interim assessments (MAP, IAB, etc.)

We provide students with opportunities to participate in Enrichment Programs based on student needs and interests.

Text is limited to 3000 characters

**3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.**

MSA-7 provides access to a college and career awareness, STEAM focused broad course of study for all our students.

Text is limited to 3000 characters

**4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?**

MSA-7 will continue to provide access to a college career week to awaken college going culture. In an effort to provide more well-rounded education to our students, MSA-7 will strive to offer additional non core subject programs to bring awareness to college and career readiness health and physical education, diverse arts programs, sports programs, character educations, and SEL programs, etc., as well as provide our students with experiential learning opportunities, including but not limited to, instructional field trips, community service programs, clubs, etc. Such additional programs depend on the availability of financial and human resources. MSA-7 will make the best use of its resources to provide a well-rounded education experience to our students.

Text is limited to 3000 characters

### Criteria:

**Please assess the local educational agency performance on meeting the standard by designating the following: \***

**Met**

Not Met

Not Met For Two or More Years

**Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on access to a broad course of study.**

Text limit is 1500 characters

MSA-7 provides students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition. We also provide all other academic programs and services outlined in our charter petition, certain programs and services being dependent on student need and interest.

## Local Indicators

The State Board of Education (SBE) approved standards for the local indicators that support local educational agencies (LEAs) in measuring and reporting their progress within the appropriate priority area. For each local indicator, the approved standard includes:

1. Measuring LEA progress on the local indicator based on locally available information, and
2. Reporting the results to the LEA's local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.

For each applicable local indicator, LEAs assign one of three performance levels:

- Met
- Not Met
- Not Met for Two or More Years

LEAs make the determination for each applicable local indicator by using self-reflection tools to measure and report their progress through the Dashboard. The collection and reflection on locally available information relevant to progress on local priority areas will support LEAs in local planning and improvement efforts.

### Local Indicators that Apply to Charter Schools:

- **Priority 1:** Basic Services and Conditions
- **Priority 2:** Implementation of State Academic Standards
- **Priority 3:** Parent Engagement
- **Priority 6:** School Climate
- **Priority 7:** Access to a Broad Course of Study

**Note:** Self-reflection tool for Priority 3 has been revised by the SBE for Fall 2019 submission.

## PRIORITY 1

### **Self-Reflection Tool for Priority 1: Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities**

This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities (Priority 1).

Standard: Local educational agency annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; and provides information annually on progress meeting this standard to its local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency uses locally available information, including data currently reported through the School Accountability Report Card, and determines whether it report the results to its local governing board and through the self-reflection tool below. In the future, this information will be auto-populated within the web-based evaluation rubrics system (California School Dashboard) for local educational agencies that use the California Department of Education's School Accountability Report Card template. Currently, all local educational agencies will need to provide the following information:

All fields marked with an asterisk (\*) are required

**Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions: \* 0**

**Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: \* 0**

**Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies): \* 0**

### **Criteria:**

**Please assess the local educational agency performance on meeting the standard by designating the following: \***

**Met**

Not Met

Not Met For Two or More Years

**Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities.**

Text limit is 1500 characters

MSA-Bell conducts a credential review as part of the teacher hiring process and supports our teachers' credentialing needs as needed. We annually review master schedule/teacher assignments to ensure compliance. This year, the administration worked with county and state offices to ensure teachers are placed appropriately in the classroom by completing necessary paperwork and/or training. Additionally, we review the alignment of instructional materials to state standards and annually keep an inventory of instructional materials and corresponding purchase of materials. The annual review of budget and plans help ensure adequate funds is available for instructional materials so that there are no students without access to their own copies of standards-aligned instructional materials for use at school and at home, including digital resources.

Finally, we conduct monthly and yearly facility inspections to screen for safety hazards. A system is in place to report concerns and repairs if necessary. Daily general cleaning by custodial staff maintains campus cleanliness.

## PRIORITY 2

### **Self-Reflection Tool for Priority 2: Implementation of State Academic Standards**

This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for the implementation of state academic standards (Priority 2).

Standard: Local educational agency annually measures its progress implementing state academic standards and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency measures its progress using one of the self-reflective tools below and reports the results to its local governing board at a regularly scheduled meeting and through the evaluation rubrics web-based system (California School Dashboard).

Local educational agencies may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, local educational agencies may complete the optional reflection tool (Option 2).

All fields marked with an asterisk (\*) are required

#### **Option 1: Narrative Summary**

In the narrative box, identify the locally selected measures or tools that the local educational agency is using to track its progress in implementing the state academic standards adopted by the State Board of Education and briefly describe why the local educational agency chose the selected measures or tools.

Additionally, summarize the local educational agency's progress in implementing the academic standards adopted by the State Board of Education, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts – Common Core State Standards for English Language Arts
- English Language Development (Aligned to Common Core State Standards for English Language Arts)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Text is limited to 3000 characters

DO NOT WRITE ANYTHING HERE BECAUSE WE CHOSE OPTION 2 AS OUR REFLECTION TOOL.

## Option 2: Reflection Tool

### Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the local educational agency's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

#### English Language Arts – Common Core State Standards for English Language Arts

1 2 3 **4** 5

#### English Language Development (Aligned to English Language Arts Standards)

1 2 3 **4** 5

#### Mathematics – Common Core State Standards for Mathematics

1 2 3 **4** 5

#### Next Generation Science Standards

1 2 3 **4** 5

#### History-Social Science

1 2 3 **4** 5

2. Rate the local educational agency's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

#### English Language Arts – Common Core State Standards for English Language Arts

1 2 3 4 **5**



**English Language Development (Aligned to English Language Arts Standards)**

1 2 3 **4** 5

**Mathematics – Common Core State Standards for Mathematics**

1 2 3 4 **5**

**Next Generation Science Standards**

1 2 3 **4** 5

**History-Social Science**

1 2 3 4 **5**

**3. Rate the local educational agency's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing)**

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

**English Language Arts – Common Core State Standards for English Language Arts**

1 2 3 **4** 5

**English Language Development (Aligned to English Language Arts Standards)**

1 2 3 **4** 5

**Mathematics – Common Core State Standards for Mathematics**

1 2 3 **4** 5

**Next Generation Science Standards**

1 2 3 **4** 5

**History-Social Science**

1 2 3 **4** 5

**Other Adopted Academic Standards**

**4. Rate the local educational agency's progress implementing each of the following academic standards adopted by the State Board of Education for all students.**

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

**Career Technical Education**

1 2 3 4 5

**Health Education Content Standards**

1 2 3 4 5

**Physical Education Model Content Standards**

1 2 3 4 5

**Visual and Performing Arts**

1 2 3 4 5

**World Language**

1 2 3 4 5

**Support for Teachers and Administrators**

5. During the 2016-17 school year (including summer 2016) or during the 2017-18 school year (including summer 2017), rate the local educational agency's success at engaging in the following activities with teachers and school administrators?

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

**Identifying the professional learning needs of groups of teachers or staff as a whole**

1 2 3 4 5

**Identifying the professional learning needs of individual teachers**

1 2 3 4 5

**Providing support for teachers on the standards they have not yet mastered**

1 2 3 4 5

**Criteria:**

Please assess the local educational agency performance on meeting the standard by designating the following: \*

**Met**

Not Met

Not Met For Two or More Years

**Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for implementation of state academic standards.**

Text limit is 1500 characters

MSA Bell ensures all curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.). We provide services to ELs by proficiency level and ELD instruction is aligned to the CA ELD standards and framework. ELs have access to core and supplemental ELD instructional materials; teachers attend PDs whose focus is on ELD standards. Our teachers participate in at least 36 hours of professional development per year. PD includes the areas of Common Core ELA/Literacy, math, supports and intervention for Students with Disabilities, ELD Standards and integration of ELD standards into content areas, and training in strategies to support ELs with common core ELA/ELD and math curricula. While the primary focus has mostly been on the ELA/Literacy, math, SPED, and ELD over the past few years, MSA Bell has also provided PD and supported our teachers on induction, NGSS, History-Social Science, Health Education, Physical Education, Visual and Performing Arts, and World Languages, Socioemotional Development, MTSS, and Personalized Learning.

## PRIORITY 3

### Self-Reflection Tool for Priority 3: Parent Engagement

**Standard:** The local educational agency (LEA) annually measures its progress in: (1) seeking input from parents in decision making; and (2) promoting parental participation in programs, and reports the results to its local governing board at a regularly scheduled meeting and to stakeholders and the public through the California School Dashboard (Dashboard).

**Criteria:** The LEA will assess its performance on a (Met, Not Met, or Not Met for Two or More Years) scale.

**Evidence:** The LEA measures its progress using the self-reflection tool included in the Dashboard, and reports these results to its local governing board at a regularly scheduled meeting and through the local data selection option in the Dashboard.

## Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g. attendance, engagement, academic outcomes, social emotional learning, etc.). Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit:[1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The Local Control Funding Formula (LCFF) legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their local control and accountability plan (LCAP). The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

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[1] California Department of Education. (2017). Family Engagement Toolkit: Continuous Improvement through an Equity Lens. Sacramento, CA: Author.

## Instructions

This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-making

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified.

The results of the process should be used to inform the LCAP and the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below:

1. Identify the diverse stakeholders that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage stakeholders in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of data, identify the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):
  - 1 – Exploration and Research Phase
  - 2 – Beginning Development
  - 3 – Initial Implementation
  - 4 – Full Implementation
  - 5 – Full Implementation and Sustainability
4. Write a brief response to the prompts following each of the three sections.
5. Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.

## Building Relationships

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.

5

2. Rate the LEA's progress in creating welcoming environments for all families in the community.

5

3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.

4

4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families, teachers, and classified staff) to build trusting and respectful relationships with families.

4

### Dashboard Narrative Box

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

The following has been identified as strength from our families:

1. All survey topics are within the 60th-79th percentile in comparison with CORE District data set
2. Strong learning climate that welcomes students and families
3. Strong school structure (discipline)

As a school, our goal is to continually meet the target goals in this area. Safety is a major priority for our families. Safety through maintaining constant supervision and ensuring the socioemotional development our children has been essential for creating a welcoming environment and learning experience for all stakeholders.

Disruption of student learning by other students is the main theme identified by all stakeholders. Creating a collective

narrative of the mission and vision of the school is essential and provided. The challenge is not every stakeholder is accepting of the expectations. The future engagement and articulation of the mission and vision of our learning community will be an area of focus into the upcoming school year. Professional development in the area of high engaging lessons and creation of behavioral expectation matrices is anticipated to assist in the learning experience for all stakeholders.

## Building Partnerships for Student Outcomes

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.

4

6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.

4

7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.

4

8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.

4

## Dashboard Narrative Box

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

The following has been identified as strength from our students:

1. All survey topics are within the 60th-79th percentile in comparison with CORE District data set
2. Safety is the greatest area of growth

Most students do identify friendship as an important aspect of the learning community. Although, relationships are essential especially within the learning community in the middle school age group. This can diminish the academic priorities of our school mission and vision to prepare students to be college and career ready. Emphasizing education and the importance of developing the skills to be competitive in academia will be a continual focus for the 2019-20 school year.

Other items such as Summit Learning Platform, homework, and uniform are areas of accountability that often do not settle well with students. Some of the future initiatives are to empower families to understand the importance of these tools in the goal to make our student college and career ready. Other priorities include developing advance pathways for students to expand the learning experience beyond Advance Math Pathway (AMP), as well as redefining the intervention courses and pathway to utilizing the access of information that is made readily available for all stakeholders.

## Seeking Input for Decision Making

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

9. **Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision making.**

4

10. **Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.**

4

11. **Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.**

4

12. **Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.**

4

## Dashboard Narrative Box



Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

MSA Bell provides various opportunities for parent involvement and education. Involvement is facilitated through avenues such as Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Language Advisory Committee (ELAC) meetings, and family workshops with a focus on the whole child development. Furthermore, administration and support staff are visible and approachable. This ensures safety is priority and concerns are addressed in a timely matter.

An area of focus will include empowering families to understand and utilize the various resources that our school has to offer, including maximizing the Online Learning Platform in core courses to help students become college and career ready. Other resources such as online resources, Saturday 4 Success, etc. will be made available through family workshops and training. An effort will be made to help families understand the importance of their partnership in the education of their child.

## Appendix A: Resources

1. Southwest Educational Development Laboratory in Collaboration with the United States Department of Education. (2013) Partners in Education: A Dual Capacity Building Framework for Family School Partnerships. Retrieved from <https://www2.ed.gov/documents/family-community/partners-education.pdf>
2. California Department of Education. (2017). Family Engagement Toolkit: Continuous Improvement through an Equity Lens. Sacramento, CA. Author. Retrieved from <https://www.cde.ca.gov/fg/aa/lc/documents/family-engagement.pdf>
3. California Department of Education. (2017). Editable Templates for Family Engagement Toolkit. Sacramento, CA. Author. Retrieved from <https://www.cde.ca.gov/fg/aa/lc/documents/toolkittemplates.doc>
4. United States Department of Health and Human Services, Administration for Children and Families, Office of Head Start, National Center on Parent, Family, and Community Engagement. (2018). [Head Start Parent, Family, and Community Engagement Framework](#). Retrieved from <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pfce-framework.pdf>
5. (2018). Head Start Parent, Family, and Community Engagement Framework. Retrieved from <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pfceframework.pdf>

## Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: \*

**Met**

Not Met

Not Met For Two or More Years

## PRIORITY 6

### Self-Reflection Tool for Priority 6: School Climate

This is the submission form for the local educational agency coordinator (school district, charter school, and county office) to complete on the local performance indicator for school climate (Priority 6).

**Standard:** The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K–5, 6–8, 9–12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the California School Dashboard.

**Evidence:** The LEA administers a survey, as specified, and reports the results to its local governing board and through the local data selection option in the Dashboard.

Local educational agencies (LEAs) will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard. LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate. The following are suggested guiding questions to help frame the narrative summary:

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

Text is limited to 3000 characters

Annually, MSA Bell conducts the CORE Districts survey instrument to students in grades 6-8, analyzes survey results such as participation rates and average approval rates for each topic and question on the survey, documents our findings (e.g., greatest progress and needs, comparisons with the prior year and CORE district results) and shares the results and findings with our stakeholders during LCAP information and feedback meetings and regular board meetings. MSA Bell disaggregates the results by grade and student group and also uses open-ended questions to further understand students' perceptions. MSA Bell strives to improve our students' perceptions of school safety and connectedness.

**GREATEST PROGRESS:**

1. Students - Safety 7 percentile point increase and ranks in the 60th-79th percentile compared to others in the CORE District dataset
2. Families - Climate of support for academic learning has a favorable percentage of 96% and ranks in the 60th-79th percentile compared to others in the CORE District dataset
3. Teachers & Staff - Overall school experience has increased by 20 percentile points compared to the prior school year

**GREATEST NEEDS:**

1. Students - Sense of Belonging/Connectedness is the least favorable at 67% ( 60th-79th percentile compared to others in the CORE District dataset)
2. Families - Climate of support for academic learning has a favorable percentage of 96% and ranks in the 60th-79th percentile compared to others in the CORE District dataset
3. Teachers & Staff - Overall school experience has increased by 20 percentile points compared to the prior school year

Suggestions and further development in the area of climate are listed below:

1. Redesigning advisory courses to best serve student groups
2. Continual development in utilizing data to inform instruction
3. Design of schoolwide and grade level behavior expectation matrices
4. Vary recognitions and excitement around successes for all stakeholders

**Criteria:**

**Please assess the local educational agency performance on meeting the standard by designating the following: \***

**Met**

Not Met

Not Met For Two or More Years

**Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on school climate.**

Text limit is 1500 characters

Upon analysis of the stakeholder responses, the following was collected as 'glows' for our learning community:

1. Students - Friendships; Caring Teachers; Sports Teams and Facilities; Muffins
2. Families - Staff members attentive to the needs of students; High-quality academic education; School Discipline Structure and Culture of the school; and Communication through various forms
3. Teachers & Staff - Support from administration team; Academic freedom; and Welcoming environment that feels like home

Upon analysis of the stakeholder responses, the following was collected as 'grows' for our learning community:

1. Students - Student disruption; Teacher quality; Summit Learning; Uniform
2. Families - Cafeteria food; Uniform; School traffic; Co-Location; Student behavior
3. Teachers & Staff - Student disruption and discipline; High turnover rate; School Activities; Substitutes

Annually, we analyze survey results and share the results and findings with our stakeholders during LCAP information and feedback meetings and regular board meetings. Furthermore, the data sets provide important information to actively identify, plan, and develop action plans centered on increasing the student learning experience and closing the achievement gap.

## PRIORITY 7

### Self-Reflection Tool for Priority 7: Access to a Broad Course of Study

Standard: Local educational agencies (LEAs) annually measure their progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and Grades 7-12 , as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs, and report the results to their local governing board at regularly scheduled meetings of the local governing board and to stakeholders and the public through the Dashboard.

Evidence: The LEA responds to the self-reflection tools as specified and reports the results to its local governing board and through the local data selection option in the Dashboard.

### Approach for Self-Reflection Tool to Use as Evidence

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

**1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.**

MSA-Bell designs its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including all student groups. Core subjects (English, mathematics, social sciences, and science) and electives are offered aligned with our charter petition. As evidenced by the school master schedule, elective forms, class rosters, student schedules and transcripts, MSA Bell strives to offer a well-rounded education to our students.

Text is limited to 3000 characters

**2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.**

As evidenced by our master schedule, elective forms, class rosters, student schedules and transcripts, 100% of students have access to a broad course of study, including core subjects (English, mathematics, social sciences, and science) and

electives as outlined in our charter petition.

We also provide all other academic programs and services outlined in our charter petition, certain programs and services being dependent on student need and interest. For example; we provide CCSS aligned ELA and math intervention classes to all students who are in need of additional support. We provide designated and integrated ELD instruction, support and intervention to ELs and immigrant students. We closely monitor student progress in ELA/Literacy, math, and ELD as measured by our internal assessments (MAP, IAB, etc.)

All students have access to “Advisory” classes (college planning and career exploration program) and programs preparing students for college readiness and socio-emotional development. Furthermore, MSA Bell has provided students with information regarding A-G courses, as well as offered opportunities to take courses such as Algebra 1, Geometry, or two different world language courses that would earn credit towards their high school pathway.

Text is limited to 3000 characters

**3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.**

MSA Bell provides access to a college-preparatory, STEAM focused broad course of study for all our students.

Text is limited to 3000 characters

**4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?**

MSA Bell will continue to provide access to a college-preparatory, STEAM-focused broad course of study for all our students. We will ensure that all our students graduate college and career ready.

In an effort to provide more well-rounded education to our students, MSA Bell will strive to offer additional programs such as more elective courses aligned with career pathways, continued health and physical education, diverse arts programs, increased civics, Life Skills, and SEL programs, etc., as well as provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Such additional programs depend on the availability of financial and human resources. MSA Bell will make the best use of its resources to provide a well-rounded educational experience to our students.

Text is limited to 3000 characters

**Criteria:**

Please assess the local educational agency performance on meeting the standard by designating the following: \*

**Met**

Not Met

Not Met For Two or More Years

**Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on access to a broad course of study.**

Text limit is 1500 characters

MSA Bell provides students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition. We also provide all other academic programs and services outlined in our charter petition, certain programs, and services is dependent on student need and interest. In the past year, we have been recipients of the ASES Grant, which allows for after-school programs to be conducted on campus and provide students with a safe alternative beyond the regular school hours.



## Local Indicators

The State Board of Education (SBE) approved standards for the local indicators that support local educational agencies (LEAs) in measuring and reporting their progress within the appropriate priority area. For each local indicator, the approved standard includes:

1. Measuring LEA progress on the local indicator based on locally available information, and
2. Reporting the results to the LEA's local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.

For each applicable local indicator, LEAs assign one of three performance levels:

- Met
- Not Met
- Not Met for Two or More Years

LEAs make the determination for each applicable local indicator by using self-reflection tools to measure and report their progress through the Dashboard. The collection and reflection on locally available information relevant to progress on local priority areas will support LEAs in local planning and improvement efforts.

### Local Indicators that Apply to Charter Schools:

- **Priority 1:** Basic Services and Conditions
- **Priority 2:** Implementation of State Academic Standards
- **Priority 3:** Parent Engagement
- **Priority 6:** School Climate
- **Priority 7:** Access to a Broad Course of Study

**Note:** Self-reflection tool for Priority 3 has been revised by the SBE for Fall 2019 submission.

## PRIORITY 1

### **Self-Reflection Tool for Priority 1: Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities**

This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities (Priority 1).

Standard: Local educational agency annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; and provides information annually on progress meeting this standard to its local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency uses locally available information, including data currently reported through the School Accountability Report Card, and determines whether it report the results to its local governing board and through the self-reflection tool below. In the future, this information will be auto-populated within the web-based evaluation rubrics system (California School Dashboard) for local educational agencies that use the California Department of Education's School Accountability Report Card template. Currently, all local educational agencies will need to provide the following information:

All fields marked with an asterisk (\*) are required

**Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions: \* 0**

**Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: \* 0**

**Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies): \* 0**

### **Criteria:**

**Please assess the local educational agency performance on meeting the standard by designating the following: \***

**Met**

Not Met

Not Met For Two or More Years

**Optional:** Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities.

Text limit is 1500 characters

MSA-San Diego conducts credential review as part of teacher hiring process and supports our teachers' credentialing needs as needed. We annually review master schedule/teacher assignments to ensure compliance. Additionally, we review alignment of instructional materials to standards and annually keep an inventory of instructional materials and corresponding purchase of materials. The annual review of budget and plans helps ensure adequate funds is available for instructional materials so that there are no students without access to their own copies of standards-aligned instructional materials for use at school and at home, including digital resources. Finally, we conduct monthly and yearly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff maintains campus cleanliness.

## PRIORITY 2

### **Self-Reflection Tool for Priority 2: Implementation of State Academic Standards**

This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for the implementation of state academic standards (Priority 2).

Standard: Local educational agency annually measures its progress implementing state academic standards and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency measures its progress using one of the self-reflective tools below and reports the results to its local governing board at a regularly scheduled meeting and through the evaluation rubrics web-based system (California School Dashboard).

Local educational agencies may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, local educational agencies may complete the optional reflection tool (Option 2).

All fields marked with an asterisk (\*) are required

#### **Option 1: Narrative Summary**

In the narrative box, identify the locally selected measures or tools that the local educational agency is using to track its progress in implementing the state academic standards adopted by the State Board of Education and briefly describe why the local educational agency chose the selected measures or tools.

Additionally, summarize the local educational agency's progress in implementing the academic standards adopted by the State Board of Education, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts – Common Core State Standards for English Language Arts
- English Language Development (Aligned to Common Core State Standards for English Language Arts)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Text is limited to 3000 characters

**DO NOT WRITE ANYTHING HERE BECAUSE WE CHOSE OPTION 2 AS OUR REFLECTION TOOL.**

## Option 2: Reflection Tool

### Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the local educational agency's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

#### English Language Arts – Common Core State Standards for English Language Arts

1 2 3 **4** 5

#### English Language Development (Aligned to English Language Arts Standards)

1 2 3 **4** 5

#### Mathematics – Common Core State Standards for Mathematics

1 2 3 **4** 5

#### Next Generation Science Standards

1 2 3 **4** 5

#### History-Social Science

1 2 3 **4** 5

2. Rate the local educational agency's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

#### English Language Arts – Common Core State Standards for English Language Arts

1 2 3 4 **5**

**English Language Development (Aligned to English Language Arts Standards)**

1 2 3 4 **5**

**Mathematics – Common Core State Standards for Mathematics**

1 2 3 4 **5**

**Next Generation Science Standards**

1 2 3 **4** 5

**History-Social Science**

1 2 3 **4** 5

**3. Rate the local educational agency's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing)**

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

**English Language Arts – Common Core State Standards for English Language Arts**

1 2 3 **4** 5

**English Language Development (Aligned to English Language Arts Standards)**

1 2 3 **4** 5

**Mathematics – Common Core State Standards for Mathematics**

1 2 3 **4** 5

**Next Generation Science Standards**

1 2 3 **4** 5

**History-Social Science**

1 2 3 **4** 5

**Other Adopted Academic Standards**

**4. Rate the local educational agency's progress implementing each of the following academic standards adopted by the State Board of Education for all students.**

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

**Career Technical Education**

1 2 **3** 4 5

**Health Education Content Standards**

1 2 **3** 4 5

**Physical Education Model Content Standards**

1 2 3 4 **5**

**Visual and Performing Arts**

1 2 3 4 **5**

**World Language**

1 2 3 4 **5**

**Support for Teachers and Administrators**

**5. During the 2016-17 school year (including summer 2016) or during the 2017-18 school year (including summer 2017), rate the local educational agency's success at engaging in the following activities with teachers and school administrators?**

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

**Identifying the professional learning needs of groups of teachers or staff as a whole**

1 2 3 **4** 5

**Identifying the professional learning needs of individual teachers**

1 2 3 **4** 5

**Providing support for teachers on the standards they have not yet mastered**

1 2 3 **4** 5

**Criteria:**

Please assess the local educational agency performance on meeting the standard by designating the following: \*

**Met**

Not Met

Not Met For Two or More Years

**Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for implementation of state academic standards.**

Text limit is 1500 characters

MSA-San Diego ensures all curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) We provide services to ELs by proficiency level and ELD instruction is aligned to the CA ELD standards and framework. ELs have access to core and supplemental ELD instructional materials; teachers attend PDs whose focus is on ELD standards. Our teachers participate in at least 18 hours of professional development per year. PD includes the areas of Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas, and training in strategies to support ELs with common core ELA/ELD and math curricula. While the primary focus has mostly been on the ELA/Literacy, math, and ELD over the past few years, MSA-San Diego has also provided PD and supported our teachers on NGSS, History-Social Science, Physical Education, Visual and Performing Arts, MTSS and Personalized PD..



## PRIORITY 3

### Self-Reflection Tool for Priority 3: Parent Engagement

**Standard:** The local educational agency (LEA) annually measures its progress in: (1) seeking input from parents in decision making; and (2) promoting parental participation in programs, and reports the results to its local governing board at a regularly scheduled meeting and to stakeholders and the public through the California School Dashboard (Dashboard).

**Criteria:** The LEA will assess its performance on a (Met, Not Met, or Not Met for Two or More Years) scale.

**Evidence:** The LEA measures its progress using the self-reflection tool included in the Dashboard, and reports these results to its local governing board at a regularly scheduled meeting and through the local data selection option in the Dashboard.

## Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g. attendance, engagement, academic outcomes, social emotional learning, etc.). Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit:[1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The Local Control Funding Formula (LCFF) legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their local control and accountability plan (LCAP). The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

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[1] California Department of Education. (2017). Family Engagement Toolkit: Continuous Improvement through an Equity Lens. Sacramento, CA: Author.

## Instructions

This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-making

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified.

The results of the process should be used to inform the LCAP and the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below:

1. Identify the diverse stakeholders that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage stakeholders in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of data, identify the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):
  - 1 – Exploration and Research Phase
  - 2 – Beginning Development
  - 3 – Initial Implementation
  - 4 – Full Implementation
  - 5 – Full Implementation and Sustainability
4. Write a brief response to the prompts following each of the three sections.
5. Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.

## Building Relationships

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.

5

2. Rate the LEA's progress in creating welcoming environments for all families in the community.

5

3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.

4

4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families, teachers, and classified staff) to build trusting and respectful relationships with families.

3

### Dashboard Narrative Box

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Magnolia Science Academy-San Diego builds trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, home visits, parent dinner nights and parent conferences to promote parental participation in programs. Administrators greet all students and parents in the mornings during student drop off and have an open door policy welcoming all parents. Our staff connect with families through home visits, learning about students' outside interests, families, and home routines, and then using that information to connect in meaningful, individualized ways that can have huge rewards in helping to create happier, healthier, and smarter kids. The school uses home visits as one of the important features of its education program to improve student and school performance.

The School holds periodic meetings to gather input from our families. These meetings include PTF meetings, SSC meetings, coffee with the principal meetings and parent workshops. The school also conducts a family 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.

## Building Partnerships for Student Outcomes

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.

4

6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.

4

7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.

4

8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.

4

## Dashboard Narrative Box

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

MSA-San Diego staff is trained on MTSS expectations and school culture model during summer inservice. As part of our program, MSA-San Diego supports student learning through multi tiered support systems , parent meetings, online tools shared by teachers on a weekly basis, weekly newsletters and voice messages and grade level specific communications. Also based student specific feedback and resources given to parents during home visits, student lead conferences and parent conferences.

MSA San Diego's new communication system Parent Square keeps parents and staff in constant communications through multiple mediums such as texts, private messages and voicemail. Parent Square has also broken language barriers between staff and families through its automatic language translation.

## Seeking Input for Decision Making

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision making.

3

10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.

3

11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.

3

12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.

3

### Dashboard Narrative Box

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

MSA-San Diego holds periodic meetings to gather input from our families. These meetings include PTF meetings, PTF Board meetings, SSC meetings MTSS meetings and Local Governance Community meetings. During these meetings parents have the opportunity to review school's draft budget, MTSS plan, LCAP, WASC , Health and Wellness plan .safety plan and provide input for our administration team. The school also conducts a family 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.

### Appendix A: Resources

1. Southwest Educational Development Laboratory in Collaboration with the United States Department of Education. (2013) Partners in Education: A Dual Capacity Building Framework for Family School Partnerships. Retrieved from <https://www2.ed.gov/documents/family-community/partners-education.pdf>
2. California Department of Education. (2017). Family Engagement Toolkit: Continuous Improvement through an Equity Lens. Sacramento, CA. Author. Retrieved from <https://www.cde.ca.gov/fg/aa/lc/documents/family-engagement.pdf>
3. California Department of Education. (2017). Editable Templates for Family Engagement Toolkit. Sacramento, CA. Author. Retrieved from <https://www.cde.ca.gov/fg/aa/lc/documents/toolkittemplates.doc>
4. United States Department of Health and Human Services, Administration for Children and Families, Office of Head Start, National Center on Parent, Family, and Community Engagement. (2018). [Head Start Parent, Family, and Community Engagement Framework](#). Retrieved from <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pfce-framework.pdf>
5. (2018). Head Start Parent, Family, and Community Engagement Framework. Retrieved from <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pfceframework.pdf>

## Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: \*

**Met**

Not Met

Not Met For Two or More Years

## PRIORITY 6

### Self-Reflection Tool for Priority 6: School Climate

This is the submission form for the local educational agency coordinator (school district, charter school, and county office) to complete on the local performance indicator for school climate (Priority 6).

Standard: The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K–5, 6–8, 9–12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the California School Dashboard.

Evidence: The LEA administers a survey, as specified, and reports the results to its local governing board and through the local data selection option in the Dashboard.

Local educational agencies (LEAs) will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard. LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate. The following are suggested guiding questions to help frame the narrative summary:

1. DATA: Reflect on the key learnings from the survey results and share what the LEA learned.
2. MEANING: What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. USE: What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

Text is limited to 3000 characters

Annually, MSA-San Diego conducts the CORE Districts survey instrument to students in grades 6-8, analyzes survey results such as participation rates and average approval rates for each topic and question on the survey, documents our findings (e.g., greatest progress and needs, comparisons with the prior year and CORE district results) and shares the results and findings with our stakeholders during LCAP information and feedback meetings and regular board meetings. MSA-San Diego disaggregates the results by grade and student group and also uses open-ended questions to further understand students' perceptions. MSA-San Diego strives to improve our students' perceptions of school safety and connectedness.



In 2018-19, 89.2 % of our students participated in the survey and their responses provided an average approval rating of 53% on the eight topics of the survey., with a rating of 54% on Topic 3 (Safety) and a rating of 47% on Topic 4 (Sense of Belonging / School Connectedness). Our approval rating and sense of belonging rate for students decreased compared to last year. Based on the free responses the main reason for the decrease is the temporary behavior point system .One of our goals for our students is to provide a learning environment where student learn skills to become independent learners. Based on student survey results the highest approval rates are “overall school experience ” and “Climate of Support for Academic Learning”. These results attest that we are on the right path.

MSA-San Diego also analyzes open-ended questions to further understand our students’ perceptions and strives to improve their perceptions of school safety and connectedness.Based on the student feedback we started piloting a new MTSS alligned positive behavior point system with rewards.

## Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: \*

**Met**                      Not Met                      Not Met For Two or More Years

**Optional:** Provide any additional information that the local educational agency believes is relevant to understanding its progress on school climate.

Text limit is 1500 characters

Stakeholder voices (i.e., voices of our students, families, staff, and other school community members) play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. Surveys have been the primary means of collecting student, family, and staff opinions about what we are doing great and should keep doing, and what are areas for improvement so we can continue to provide our students with the best quality education. MSA-San Diego uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and students’ own strengths and weaknesses.

MSA-San Diego uses the CORE survey instrument for school climate indicators which include the following four topics for students, families, and staff: Topic 1: Climate of Support for Academic Learning; Topic 2: Knowledge and Fairness of Discipline, Rules and Norms; Topic 3: Safety; Topic 4: Sense of Belonging (School Connectedness). In a separate survey students are also asked questions in additional four topics which include indicators for social-emotional competencies: Topic 5: Growth Mindset; Topic 6: Self-Efficacy; Topic 7: Self-Management; Topic 8: Social Awareness.

Annually, we analyze survey results and share the results and findings with our stakeholders during LCAP information and feedback meetings and regular board meetings.

## PRIORITY 7

### Self-Reflection Tool for Priority 7: Access to a Broad Course of Study

Standard: Local educational agencies (LEAs) annually measure their progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and Grades 7-12 , as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs, and report the results to their local governing board at regularly scheduled meetings of the local governing board and to stakeholders and the public through the Dashboard.

Evidence: The LEA responds to the self-reflection tools as specified and reports the results to its local governing board and through the local data selection option in the Dashboard.

### Approach for Self-Reflection Tool to Use as Evidence

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

**1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.**

MSA-San Diego designs its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including all student groups. Core subjects (English, mathematics, social sciences, and science) and electives are offered aligned with our charter petition. As evidenced by the school master schedule, elective forms, class rosters, student schedules and transcripts, MSA-San Diego strives to offer a well-rounded education to our students.

Text is limited to 3000 characters

**2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.**

As evidenced by our master schedule, elective forms, class rosters, student schedules and transcripts, 100% of students have access to a broad course of study, including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition.

We also provide all other academic programs and services outlined in our charter petition, certain programs and services being dependent on student need and interest. For example; we provide CCSS aligned ELA and math intervention classes to all students who are in need of additional support. We offer honors math classes in each grade level to meet the needs of high achieving students. We provide designated and integrated ELD instruction, support and intervention to ELs and immigrant students. We closely monitor student progress in ELA/Literacy, math, and ELD as measured by our interim assessments (MAP, IAB, etc.)

Text is limited to 3000 characters

**3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.**

MSA-San Diego provides access to a college-preparatory, STEAM focused broad course of study for all our students.

Text is limited to 3000 characters

**4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?**

MSA-San Diego will continue to provide access to a college-preparatory, STEAM focused broad course of study for all our students. We will ensure that all our students graduate college and career ready.

In an effort to provide more well-rounded education to our students, MSA-San Diego will strive to offer additional programs such as more elective courses aligned with career pathways, continued health and physical education, diverse arts programs, Life Skills, and SEL programs, etc., as well as provide our students with experiential learning opportunities, including but not limited to, instructional field trips,, community service programs, clubs, etc. Such additional programs depend on the availability of financial and human resources. MSA-San Diego will make the best use of its resources to provide a well-rounded education experience to our students.

Text is limited to 3000 characters

## Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: \*

**Met**

Not Met

Not Met For Two or More Years

**Optional:** Provide any additional information that the local educational agency believes is relevant to understanding its progress on access to a broad course of study.

Text limit is 1500 characters

MSA-San Diego provides students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition. We also provide all other academic programs and services outlined in our charter petition, certain programs and services being dependent on student need and interest.

## Local Indicators

The State Board of Education (SBE) approved standards for the local indicators that support local educational agencies (LEAs) in measuring and reporting their progress within the appropriate priority area. For each local indicator, the approved standard includes:

1. Measuring LEA progress on the local indicator based on locally available information, and
2. Reporting the results to the LEA's local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.

For each applicable local indicator, LEAs assign one of three performance levels:

- Met
- Not Met
- Not Met for Two or More Years

LEAs make the determination for each applicable local indicator by using self-reflection tools to measure and report their progress through the Dashboard. The collection and reflection on locally available information relevant to progress on local priority areas will support LEAs in local planning and improvement efforts.

### Local Indicators that Apply to Charter Schools:

- **Priority 1:** Basic Services and Conditions
- **Priority 2:** Implementation of State Academic Standards
- **Priority 3:** Parent Engagement
- **Priority 6:** School Climate
- **Priority 7:** Access to a Broad Course of Study

**Note:** Self-reflection tool for Priority 3 has been revised by the SBE for Fall 2019 submission.

## PRIORITY 1

### **Self-Reflection Tool for Priority 1: Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities**

This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities (Priority 1).

Standard: Local educational agency annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; and provides information annually on progress meeting this standard to its local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency uses locally available information, including data currently reported through the School Accountability Report Card, and determines whether it report the results to its local governing board and through the self-reflection tool below. In the future, this information will be auto-populated within the web-based evaluation rubrics system (California School Dashboard) for local educational agencies that use the California Department of Education's School Accountability Report Card template. Currently, all local educational agencies will need to provide the following information:

All fields marked with an asterisk (\*) are required

**Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions: \* 0**

**Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: \* 0**

**Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies): \* 0**

### **Criteria:**

**Please assess the local educational agency performance on meeting the standard by designating the following: \***

**Met**

Not Met

Not Met For Two or More Years

**Optional:** Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities.

Text limit is 1500 characters

MSA-Santa Ana conducts credential review as part of teacher hiring process and supports our teachers' credentialing needs as needed. We annually review master schedule/teacher assignments to ensure compliance. Additionally, we review alignment of instructional materials to standards and annually keep an inventory of instructional materials and corresponding purchase of materials. The annual review of budget and plans helps ensure adequate funds is available for instructional materials so that there are no students without access to their own copies of standards-aligned instructional materials for use at school and at home, including digital resources. Finally, we conduct monthly and yearly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff maintains campus cleanliness.

## PRIORITY 2

### **Self-Reflection Tool for Priority 2: Implementation of State Academic Standards**

This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for the implementation of state academic standards (Priority 2).

Standard: Local educational agency annually measures its progress implementing state academic standards and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency measures its progress using one of the self-reflective tools below and reports the results to its local governing board at a regularly scheduled meeting and through the evaluation rubrics web-based system (California School Dashboard).

Local educational agencies may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, local educational agencies may complete the optional reflection tool (Option 2).

All fields marked with an asterisk (\*) are required

#### **Option 1: Narrative Summary**

In the narrative box, identify the locally selected measures or tools that the local educational agency is using to track its progress in implementing the state academic standards adopted by the State Board of Education and briefly describe why the local educational agency chose the selected measures or tools.

Additionally, summarize the local educational agency's progress in implementing the academic standards adopted by the State Board of Education, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts – Common Core State Standards for English Language Arts
- English Language Development (Aligned to Common Core State Standards for English Language Arts)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language



Text is limited to 3000 characters

**DO NOT WRITE ANYTHING HERE BECAUSE WE CHOSE OPTION 2 AS OUR REFLECTION TOOL.**

## Option 2: Reflection Tool

### Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the local educational agency's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

#### English Language Arts – Common Core State Standards for English Language Arts

1 2 3 **4** 5

#### English Language Development (Aligned to English Language Arts Standards)

1 2 3 **4** 5

#### Mathematics – Common Core State Standards for Mathematics

1 2 3 **4** 5

#### Next Generation Science Standards

1 2 3 **4** 5

#### History-Social Science

1 2 3 **4** 5

2. Rate the local educational agency's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

#### English Language Arts – Common Core State Standards for English Language Arts

1 2 3 4 **5**

**English Language Development (Aligned to English Language Arts Standards)**

1 2 3 4 **5**

**Mathematics – Common Core State Standards for Mathematics**

1 2 3 4 **5**

**Next Generation Science Standards**

1 2 3 **4** 5

**History-Social Science**

1 2 3 **4** 5

**3. Rate the local educational agency's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing)**

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

**English Language Arts – Common Core State Standards for English Language Arts**

1 2 3 4 **5**

**English Language Development (Aligned to English Language Arts Standards)**

1 2 3 4 **5**

**Mathematics – Common Core State Standards for Mathematics**

1 2 3 4 **5**

**Next Generation Science Standards**

1 2 3 **4** 5

**History-Social Science**

1 2 3 **4** 5

**Other Adopted Academic Standards**

**4. Rate the local educational agency's progress implementing each of the following academic standards adopted by the State Board of Education for all students.**

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

**Career Technical Education**

1 2 3 4 5

**Health Education Content Standards**

1 2 3 4 5

**Physical Education Model Content Standards**

1 2 3 4 5

**Visual and Performing Arts**

1 2 3 4 5

**World Language**

1 2 3 4 5

**Support for Teachers and Administrators**

5. During the 2016-17 school year (including summer 2016) or during the 2017-18 school year (including summer 2017), rate the local educational agency's success at engaging in the following activities with teachers and school administrators?

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

**Identifying the professional learning needs of groups of teachers or staff as a whole**

1 2 3 4 5

**Identifying the professional learning needs of individual teachers**

1 2 3 4 5

**Providing support for teachers on the standards they have not yet mastered**

1 2 3 4 5

**Criteria:**

Please assess the local educational agency performance on meeting the standard by designating the following: \*

**Met**

Not Met

Not Met For Two or More Years

**Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for implementation of state academic standards.**

Text limit is 1500 characters

MSA-Santa Ana ensures all curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) We provide services to ELs by proficiency level and ELD instruction is aligned to the CA ELD standards and framework. ELs have access to core and supplemental ELD instructional materials; teachers attend PDs whose focus is on ELD standards. Our teachers participate in at least 18 hours of professional development per year. PD includes the areas of Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas, and training in strategies to support ELs with common core ELA/ELD and math curricula. While the primary focus has mostly been on the ELA/Literacy, math, and ELD over the past few years, MSA-1 has also provided PD and supported our teachers on NGSS, History-Social Science, Career Technical Education, Health Education, Physical Education, Visual and Performing Arts, and World Languages.

## PRIORITY 3

### Self-Reflection Tool for Priority 3: Parent Engagement

**Standard:** The local educational agency (LEA) annually measures its progress in: (1) seeking input from parents in decision making; and (2) promoting parental participation in programs, and reports the results to its local governing board at a regularly scheduled meeting and to stakeholders and the public through the California School Dashboard (Dashboard).

**Criteria:** The LEA will assess its performance on a (Met, Not Met, or Not Met for Two or More Years) scale.

**Evidence:** The LEA measures its progress using the self-reflection tool included in the Dashboard, and reports these results to its local governing board at a regularly scheduled meeting and through the local data selection option in the Dashboard.

## Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g. attendance, engagement, academic outcomes, social emotional learning, etc.). Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit:[1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The Local Control Funding Formula (LCFF) legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their local control and accountability plan (LCAP). The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

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[1] California Department of Education. (2017). Family Engagement Toolkit: Continuous Improvement through an Equity Lens. Sacramento, CA: Author.

## Instructions

This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-making

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified.

The results of the process should be used to inform the LCAP and the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below:

1. Identify the diverse stakeholders that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage stakeholders in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of data, identify the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):
  - 1 – Exploration and Research Phase
  - 2 – Beginning Development
  - 3 – Initial Implementation
  - 4 – Full Implementation
  - 5 – Full Implementation and Sustainability
4. Write a brief response to the prompts following each of the three sections.
5. Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.

## Building Relationships

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.

3

2. Rate the LEA's progress in creating welcoming environments for all families in the community.

3

3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.

3

4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families, teachers, and classified staff) to build trusting and respectful relationships with families.

3

### Dashboard Narrative Box

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

This year we are in the initial implementation phase as we have a bilingual Parent and Community Engagement Coordinator. This position allows for our school and families to build relationship within our community. Based on our surveys given to our families, staff, and students we have added additional meetings with parents such as Coffee with Admin, Parent Check ins, Parent College; these are added to our regular SSC, PTF, and ELAC committee gatherings. In addition to these meetings, we have increased the quality and quantity of the communication tools with parents. Social media (facebook, twitter), our weekly bilingual newsletter the Hook, Leave a Message form (bilingual), and a suggestion box. These are all located in the main office. Magnolia wide we are using the MSA mobile application for our families. We have started to use the Parent Square software which allows us to communicate to our families without any language barriers. Our traditional gatherings with parents such as Parent Orientation, Back to School Night, Fall/ Spring Parent

teacher conferences, Open House, Home visits, and grade level informational meetings. Fall/ Winter, Cinco de Mayo festivals and volunteer appreciation day.

## Building Partnerships for Student Outcomes

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

5. Rate the LEA’s progress in providing professional learning and support to teachers and principals to improve a school’s capacity to partner with families.

3

6. Rate the LEA’s progress in providing families with information and resources to support student learning and development in the home.

3

7. Rate the LEA’s progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.

3

8. Rate the LEA’s progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.

3

## Dashboard Narrative Box

Briefly describe the LEA’s current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Strengths are Coffee with Admin. This is an opportunity to introduce MTSS support for SEL to the parents. Parent College and a third party partnerships like Parent Union, Milan Teen Project, and Olive Crest parenting classes. Grade level college counseling meetings with our parents and students for supporting and informing parents and students for University going culture. For example 8th grade high school transition meeting, college signing day, FAFSA meetings. As we establish our parent outreach and provide meetings to involve all our families, building Parent



attendance is a focus for us.

## Seeking Input for Decision Making

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision making.

3

10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.

3

11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.

3

12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.

3

## Dashboard Narrative Box

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

We value our stakeholders and are using their feedback to strengthen the upcoming school year. School wide instant surveys from staff provide input for a positive and supportive school climate. Parent check-in meetings allow for decision making to become ongoing.

## Appendix A: Resources

1. Southwest Educational Development Laboratory in Collaboration with the United States Department of Education. (2013) Partners in Education: A Dual Capacity Building Framework for Family School Partnerships. Retrieved from <https://www2.ed.gov/documents/family-community/partners-education.pdf>
2. California Department of Education. (2017). Family Engagement Toolkit: Continuous Improvement through an Equity Lens. Sacramento, CA. Author. Retrieved from <https://www.cde.ca.gov/fg/aa/lc/documents/family-engagement.pdf>
3. California Department of Education. (2017). Editable Templates for Family Engagement Toolkit. Sacramento, CA. Author. Retrieved from <https://www.cde.ca.gov/fg/aa/lc/documents/toolkittemplates.doc>
4. United States Department of Health and Human Services, Administration for Children and Families, Office of Head Start, National Center on Parent, Family, and Community Engagement. (2018). [Head Start Parent, Family, and Community Engagement Framework](#). Retrieved from <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pfce-framework.pdf>
5. (2018). Head Start Parent, Family, and Community Engagement Framework. Retrieved from <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pfcefamework.pdf>

## Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: \*

**Met**

Not Met

Not Met For Two or More Years

## PRIORITY 6

### Self-Reflection Tool for Priority 6: School Climate

This is the submission form for the local educational agency coordinator (school district, charter school, and county office) to complete on the local performance indicator for school climate (Priority 6).

**Standard:** The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K–5, 6–8, 9–12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the California School Dashboard.

**Evidence:** The LEA administers a survey, as specified, and reports the results to its local governing board and through the local data selection option in the Dashboard.

Local educational agencies (LEAs) will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard. LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate. The following are suggested guiding questions to help frame the narrative summary:

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

Text is limited to 3000 characters

Annually, MSA-Santa Ana conducts the CORE Districts survey instrument to students in grades 3-12, analyzes survey results such as participation rates and average approval rates for each topic and question on the survey, documents our findings (e.g., greatest progress and needs, comparisons with the prior year and CORE district results) and shares the results and findings with our stakeholders during LCAP information and feedback meetings and regular board meetings. MSA-Santa Ana disaggregates the results by grade and student group and also uses open-ended questions to further understand students' perceptions. MSA-Santa Ana strives to improve our students' perceptions of school safety and connectedness.

Students in Elementary like their teachers and all the STEAM related activities that take place in their school. Students

in Secondary also like their teachers and their college counselor. The students enjoy their AP classes and PE. Additionally, students in secondary like having small class sizes, the friends that they've made and the pizza hut they get for lunch once a month!

The Elementary students like least the food and not having enough area to play or a permanent playground. The students also reported that there are mean comments/name calling/bad words happening in school. The Secondary students strongly dislike the school food, the crowded hallways, the restrictions to bathroom usage and having multiple Spanish teachers this year.

In 2018-19, 93.6 % of our students participated in the survey and their responses provided an average approval rating of 66% on the eight topics of the survey, with a rating of 60% on Topic 3 (Safety) and a rating of 52% on Topic 4 (Sense of Belonging / School Connectedness).

The Elementary students suggested that we offer better food,they are happy with our new playground, and more sports. The Secondary students suggested better food, having more sports because of our brand new gym. Additionally, the students suggested that we revisit our teacher contracts because they would not like to see any teacher leaving in the middle of the year.

Lastly, students suggested that the school have stricter sanctions for some students that display repetitive negative behaviors.

To address these issues, as we did last year we will have a follow up meeting with the lunch company to minimize the complaints of the school lunch. To develop our athletic program we are planning sports programs during the school day, as well as after school.

## Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: \*

**Met**

Not Met

Not Met For Two or More Years

**Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on school climate.**

Text limit is 1500 characters

Stakeholder voices (i.e., voices of our students, families, staff, and other school community members) play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. Surveys have been the

primary means of collecting student, family, and staff opinions about what we are doing great and should keep doing, and what are areas for improvement so we can continue to provide our students with the best quality education. MSA-1 uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and students' own strengths and weaknesses.

MSA-Santa Ana uses the CORE survey instrument for school climate indicators which include the following four topics for students, families, and staff: Topic 1: Climate of Support for Academic Learning; Topic 2: Knowledge and Fairness of Discipline, Rules and Norms; Topic 3: Safety; Topic 4: Sense of Belonging (School Connectedness). In a separate survey students are also asked questions in additional four topics which include indicators for social-emotional competencies: Topic 5: Growth Mindset; Topic 6: Self-Efficacy; Topic 7: Self-Management; Topic 8: Social Awareness.

Annually, we analyze survey results and share the results and findings with our stakeholders during LCAP information and feedback meetings and regular board meetings.

## PRIORITY 7

### Self-Reflection Tool for Priority 7: Access to a Broad Course of Study

Standard: Local educational agencies (LEAs) annually measure their progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and Grades 7-12 , as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs, and report the results to their local governing board at regularly scheduled meetings of the local governing board and to stakeholders and the public through the Dashboard.

Evidence: The LEA responds to the self-reflection tools as specified and reports the results to its local governing board and through the local data selection option in the Dashboard.

### Approach for Self-Reflection Tool to Use as Evidence

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

**1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.**

MSA-Santa Ana designs its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including all student groups. Core subjects (English, mathematics, social sciences, and science) and electives are offered aligned with our charter petition and graduation requirements. As evidenced by the school master schedule, elective forms, class rosters, student schedules and transcripts, MSA-Santa Ana strives to offer a well-rounded education to our students.

MSA-Santa Ana provides students with 4-year plans and support programs to ensure timely high school graduation. We offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years to ensure satisfaction of UC/CSU requirements.

Text is limited to 3000 characters

**2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites**

**and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.**

As evidenced by our master schedule, elective forms, class rosters, student schedules and transcripts, 100% of students have access to a broad course of study, including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition.

We also provide all other academic programs and services outlined in our charter petition, certain programs and services being dependent on student need and interest. For example; we provide CCSS aligned ELA and math intervention classes to all students who are in need of additional support. We provide designated and integrated ELD instruction, support and intervention to ELs and immigrant students. We closely monitor student progress in ELA/Literacy, math, and ELD as measured by our interim assessments (MAP, IAB, etc.)

We provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. The AP courses we have offered this year include AP US History, AP World History, AP Language & Composition, AP Stats, AP Computer principles

All students have access to "Advisory" classes (college planning and career exploration program) and programs preparing students for college readiness, including test prep for ACT/SAT, in grades 9-12. MSA-Santa Ana offers credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years to ensure satisfaction of UC/CSU requirements. MSA-Santa Ana had a one-year cohort graduation rate of 100% last year where 100% of our graduates completed courses that satisfy the UC/CSU requirements.

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**3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.**

MSA-Santa Ana provides access to a college-preparatory, STEAM focused broad course of study for all our students.

Text is limited to 3000 characters

**4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?**

MSA-Santa Ana will continue to provide access to a college-preparatory, STEAM focused broad course of study for all our students. We will ensure that all our students graduate college and career ready.

In an effort to provide more well-rounded education to our students, MSA-Santa Ana will strive to offer additional

programs such as more elective courses aligned with career pathways, continued health and physical education, diverse arts programs, increased civics, Life Skills, and SEL programs, etc., as well as provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Such additional programs depend on the availability of financial and human resources. MSA-Santa Ana will make the best use of its resources to provide a well-rounded education experience to our students.

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## Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: \*

### **Met**

Not Met

Not Met For Two or More Years

**Optional:** Provide any additional information that the local educational agency believes is relevant to understanding its progress on access to a broad course of study.

Text limit is 1500 characters

MSA-Santa Ana provides students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition. We also provide all other academic programs and services outlined in our charter petition, certain programs and services being dependent on student need and interest.



# Cover Sheet

## Update on SB 126 as it Relates to Magnolia Public Schools

**Section:** IV. Information/Discussion Items  
**Item:** C. Update on SB 126 as it Relates to Magnolia Public Schools  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** IV C SB 126.pdf



Board Agenda Item #	Agenda # IVC- Discussion Item
Date:	5/9/2019
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Alfredo Rubalcava, CEO & Superintendent
RE:	SB 126

### Information Item

No actions to take at this time.

### Introduction

- Magnolia Public Schools (MPS) is already in compliance with the Ralph M. Brown Act requirements. Senate Bill 126, if passed, will take effect January 1, 2020, and adds additional language to the Ralph M. Brown Act.
- New requirements as they relate to MPS are the following:
  - All board and committee meetings must be held within the jurisdiction of Los Angeles County.
  - All 10 MSAs will have to remain open for each meeting.
  - All audio recordings will have to be posted on each school's website.

### Background

Potential expenses including but not limited to items listed below are not included in the board approved budgets by school sites or MERF:

- The current MPS Bylaws will have to be amended to reflect the additional requirements no later than December 2019.
- History of the project (if applicable)

### Budget Implications

- There may be additional costs incurred by the organization to reflect the extra hours worked by school staff when they need to keep campuses open
- There may be additional costs in transportation expenses for staff and board members that need to travel to the monthly meetings

### Exhibits (attachments):

- Current MPS Bylaws with recommended changes by legal
- Senate Bill 126

AMENDED AND RESTATED BYLAWS  
OF  
MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION

(A California Nonprofit Public Benefit Corporation)

**ARTICLE I  
NAME**

Section 1. NAME. The name of this corporation is Magnolia Educational & Research Foundation.

**ARTICLE II  
PRINCIPAL OFFICE OF THE CORPORATION**

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this corporation is 250 East 1<sup>st</sup> Street, Suite 1500, Los Angeles, 90012 California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

**ARTICLE III  
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS**

Section 1. GENERAL AND SPECIFIC PURPOSES. The purposes of this corporation are to provide community support in educational and research areas, which include, but are not limited to the following: managing, operating, guiding, directing and promoting public charter schools; conducting scientific research at K-12 schools and colleges to identify and implement successful education practices; promoting and discovering the research modules in scientific areas with applied and practicable methods to promote prospective scientists; coordinating international conferences/competitions in various fields of academic study. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

**ARTICLE IV  
CONSTRUCTION AND DEFINITIONS**

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

**ARTICLE V  
DEDICATION OF ASSETS**

Section 1. DEDICATION OF ASSETS. This corporation's assets are irrevocably dedicated to public benefit purposes. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts, liabilities and all charter obligations of the corporation shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for the public and/or charitable purposes of managing, operating, guiding, directing, promoting, and/or supporting one or more California public charter schools that serve students in grades K-12 and that has established its exempt status under Internal Revenue Code section 501(c)(3).

**ARTICLE VI  
CORPORATIONS WITHOUT MEMBERS**

Section 1. CORPORATIONS WITHOUT MEMBERS. This corporation shall have no voting members within the meaning of the Nonprofit Corporation Law.

**ARTICLE VII  
BOARD OF DIRECTORS**

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors ("Board"). The Board may delegate the management of the corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

- a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and

employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.

- b. Change the principal office or the principal business office in California from one location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California; and designate a place in California for holding any meeting of members.
- c. Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
- d. Adopt and use a corporate seal; prescribe the forms of membership certificates; and alter the forms of the seal and certificates.

Section 3. DESIGNATED DIRECTORS. The number of directors shall be no less than three (3) and no more than eleven (11), unless changed by amendments to these bylaws. The exact number of directors shall be fixed within these limits by a Resolution of the Board. All directors shall be designated by the existing Board of Directors.

The Board of Directors commits to designating at least one (1) director who resides in each county where this corporation operates a charter school. The Board of Directors shall strive to recruit directors representing parents and the charter school communities, from diverse professional and ethnic backgrounds and commits to designating at least one (1) director representing parents at all times.

Section 4. RESTRICTION ON EMPLOYEE DIRECTORS. No current employees of the corporation may serve on the Board of Directors.

**Commented [WKS1]:** Magnolia is already complying with Government Code section 1090 so no change is needed here regarding the new requirements under Education Code section 47604.1.

Section 5. DIRECTORS' TERMS. Each director shall hold office for five (5) years and until a successor director has been designated and qualified. The terms of directors shall be staggered as determined by the Board. Staggering has been accomplished by the Board appointing directors on different dates. Staggering shall be maintained as directors shall be appointed to fill vacant seats at the expiration of each staggered term.

Section 6. NOMINATIONS BY COMMITTEE. The Chairman of the Board of Directors or, if none, the President will appoint a committee to nominate qualified candidates for designation to the Board of Directors at least thirty (30) days before the date of any designation of directors. The nominating committee shall make its report at least seven (7) days before the date of the designation or at such other time as the Board of Directors may set and the Secretary shall forward to each Board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee. Any member of the community may also refer a potential candidate to the Board for consideration.

Section 7. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. If more people have been nominated for director than can be designated, no corporation funds may be expended to support a nominee.

Section 8. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution

of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of directors; and (d) the failure of the members, at any meeting of members at which any director or directors are to be elected, to elect the number of directors required to be elected at such meeting.

Section 9. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chairman of the Board, if any, or to the President, or the Secretary, or to the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 10. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the corporation would be left without a duly elected director or directors.

Section 11. REMOVAL OF DIRECTORS. Any director may be removed, with or without cause, by a simple majority of directors then in office at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given in compliance with the provisions of the Ralph M. Brown Act. (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). Any vacancy caused by the removal of a director shall be filled as provided in Section 12.

Section 12. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the unanimous consent of the directors then in office, (b) the affirmative vote of a majority of the directors then in office at a meeting held according to notice or waivers of notice complying with Corporations Code Section 5211, or (c) a sole remaining director.

Section 13. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 14. QUORUM. A majority of the directors then in office shall constitute a quorum. If a quorum is present, the affirmative vote of the majority of the directors at the meeting shall be a decision of the Board of Directors. Should there be fewer than a majority of the directors present at any meeting, the meeting shall be adjourned. A majority of the directors present, whether or not constituting a quorum, may adjourn any meeting to another time and place. Directors may not vote by proxy. The vote or abstention of each board member present for each action taken shall be publicly reported.

Section 15. COMPENSATION AND REIMBURSEMENT. Directors shall serve without compensation except that they shall be allowed reasonable advancement or reimbursement of actual reasonable expenses incurred in carrying out his or her duties. Directors shall not otherwise be compensated.

Commented [WKS2]: Again, Magnolia is already in compliance with the new law.

Section 16. CREATION AND POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees, each consisting of two or more directors and no one who is not a director, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the authorized number of directors. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

- a. Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members;
- b. Fill vacancies on the Board of Directors or any committee of the Board;
- c. Amend or repeal bylaws or adopt new bylaws;
- d. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal;
- e. Create any other committees of the Board of Directors or appoint the members of committees of the Board; or
- f. Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected.

Section 17. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 18. NON-LIABILITY OF DIRECTORS. No director shall be personally liable for the debts, liabilities, or other obligations of this corporation.

Section 19. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

Section 20. COMPLIANCE WITH CONFLICTS OF INTEREST LAWS. The corporation shall comply with applicable conflict of interest laws, including the Political Reform Act of 1974 (Chapter 1 (commencing with Section 81000) of Title 9 of the Government Code) and Govt. Code § 1090 et seq.

**ARTICLES VIII  
MEETINGS**

Section 1. PLACE OF BOARD OF DIRECTORS MEETINGS. The Board of Directors will designate that a meeting be held in the county in which the greatest number of pupils enrolled in Magnolia Public Schools reside, which is in compliance with the Ralph M. Brown Act and Education Code Section 47604.1(c)(4)(A). The Board of Directors will establish a two-way teleconference location at each of the corporation's charter school sites and each resource center, in compliance with the Ralph M. Brown Act and Education Code Section 47604.1(c)(4)(B).

All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 2. MEETINGS; ANNUAL MEETINGS. All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act. ("Brown Act") (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code).

The Board of Directors shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as may be specified and noticed by resolution of the Board of Directors.

Section 3. REGULAR MEETINGS. Regular meetings of the Board of Directors shall be held on the second Thursday of each month, unless the second Thursday of the month should fall on a legal holiday in which event the regular meeting shall be held at the same hour and place on the next business day following the legal holiday. At least 72 hours before a regular meeting, the Board of Directors, or its designee, shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 4. SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board of Directors, if there is such an officer or a majority of the Board of Directors. If a Chairman of the Board has not been elected, then the President is authorized to call a special meeting in place of the Chairman of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

Section 5. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours' notice is given to each director and to the public through the posting of an agenda. Pursuant to the Brown Act, the Board of Directors shall adhere to the following notice requirements for special meetings:

- a. Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the corporation, or as may have been given to the corporation by the director for purposes of notice, or, if an address is not shown on the corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.

**Deleted:** may

**Commented [WKS3]:** Effective January 1, 2020, new Education Code section 47604.1(c)(4)(A) states: "For a governing body of an entity that manages two or more charter schools that are not located in the same county, the governing body of the entity managing the charter schools shall meet within the physical boundaries of the county in which the greatest number of pupils enrolled in those charter schools managed by that entity reside."

**Deleted:** at any place within California that has been designated by resolution of the Board of Directors or in the notice of the meeting and

**Commented [WKS4]:** Effective January 1, 2020, new Education Code section 47604.1(c)(4)(B) states "two-way teleconference location shall be established at each school site and each resource center." This is required for a governing body of an entity that manages two or more charter schools.

**Deleted:** commits to rotating the locations of its regular physical meetings among the counties where the corporation's charter school sites are located, and to holding at least one of its regular physical meetings in a calendar year in each of those counties, and that the final date, time, and place will be specified in the notice of the meeting

**Commented [WKS5]:** New Education Code section 47604.1(c)(4)(C) requires the Magnolia Board to "audio record, video record, or both, all the governing board meetings and post the recordings on each charter school's internet website." We do not recommend this be included in the bylaws but be aware of this requirement beginning January 1, 2020.



- b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.
- c. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 6. TELECONFERENCE MEETINGS. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the county in which the greatest number of pupils enrolled in the those charter schools managed by the corporation reside.
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;<sup>1</sup>
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
- f. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.<sup>2</sup>

**Commented [WKS6]:** New Education Code section 47604.1(c)(4)(A), effective January 1, 2020.

**Deleted:** a school district in which at least one of the charter schools operated by the corporation operates;

Section 7. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. If a meeting is adjourned for more than twenty-four (24) hours, notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

<sup>1</sup> This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

<sup>2</sup> The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

**ARTICLE X  
OFFICERS OF THE CORPORATION**

Section 1. OFFICES HELD. The officers of this corporation shall be a President, a Secretary, and Chief Financial Officer, who shall be known as the "Treasurer." The corporation, at the Board's direction, may also have a Chairman of the Board, one or more Vice-Presidents, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be appointed under Article X Section 4, of these bylaws.

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as either the President or the Chairman of the Board.

Section 3. ELECTION OF OFFICERS. The officers of this corporation shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board.

Section 4. APPOINTMENT OF OTHER OFFICERS. The Board of Directors may appoint and authorize the Chairman of the Board, the President, or another officer to appoint any other officers that the corporation may require. Each appointed officer shall have the title and authority, hold office for the period, and perform the duties specified in the bylaws or established by the Board.

Section 5. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause.

Section 6. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 7. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 8. CHAIRMAN OF THE BOARD. If a Chairman of the Board of Directors is elected, he or she shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If there is no President, the Chairman of the Board of Directors shall also be the chief executive officer and shall have the powers and duties of the President of the corporation set forth in these bylaws. If a Chairman of the Board of Directors is elected, there shall also be a Vice-Chairman of the Board of Directors. In the absence of the Chairman, the Vice-Chairman shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 9. PRESIDENT. Subject to such supervisory powers as the Board of Directors may give to the Chairman of the Board, if any, and subject to the control of the Board, the President shall be the general manager of the

corporation and shall supervise, direct, and control the corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The President shall preside at all Board of Directors' meetings. The President shall have such other powers and duties as the Board of Directors or the bylaws may require.

Section 10. VICE-PRESIDENTS. If the President is absent or disabled, the Vice-Presidents, if any, in order of their rank as fixed by the Board, or, if not ranked, a Vice-President designated by the Board, shall perform all duties of the President. When so acting, a Vice-President shall have all powers of and be subject to all restrictions on the President. The Vice-Presidents shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 11. SECRETARY. The Secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, or special and, if special, how authorized; the notice given; and the names of the directors present at Board of Directors and committee meetings.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 12. TREASURER. The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The Treasurer shall send or cause to be given to directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The Treasurer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the Board of Directors may designate; (b) disburse the corporation's funds as the Board of Directors may order; (c) render to the President, Chairman of the Board, if any, and the Board, when requested, an account of all transactions as Treasurer and of the financial condition of the corporation; and (d) have such other powers and perform such other duties as the Board or the bylaws may require.

If required by the Board, the Treasurer shall give the corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Treasurer on his or her death, resignation, retirement, or removal from office.

Section 13. VICE-CHAIRMEN. One Vice-Chairman of the Board of Directors will be assigned to each county in which a charter school operated by the corporation is located.

**ARTICLE XI  
CONTRACTS WITH DIRECTORS**

Section 1. **CONTRACTS WITH DIRECTORS.** In compliance with Government Code Section 1090 et seq., the corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor any other corporation, firm, association, or other entity in which one or more of the corporation's directors are directors and have a material financial interest).

**Commented [WKS7]:** Again, Magnolia already complies with Government Code section 1090, so no change is needed with new law.

**ARTICLE XII  
CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES**

Section 1. **CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES.** The corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the corporation's Conflict of Interest Code and applicable law have been fulfilled.

Section 2. **AGAINST NEPOTISM.** If a member of an officer's or employee's immediate family is to be hired to work in a position directly subordinate or supervisory to the officer or employee, that fact should be disclosed in advance to the Board of Directors so that a determination can be made whether to permit an exception to the normal prohibition against nepotism.

**ARTICLE XIII  
LOANS TO DIRECTORS AND OFFICERS**

Section 1. **LOANS TO DIRECTORS AND OFFICERS.** This corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the corporation may advance money to a director or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the corporation.

**ARTICLE XIV  
INDEMNIFICATION**

Section 1. **INDEMNIFICATION.** To the fullest extent permitted by law, this corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238

(e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

**ARTICLE XV  
INSURANCE**

Section 1. **INSURANCE.** This corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any director, officer, employee, or agent in such capacity or arising from the director's, officer's, employee's, or agent's status as such.

**ARTICLE XVI  
MAINTENANCE OF CORPORATE RECORDS**

Section 1. **MAINTENANCE OF CORPORATE RECORDS.** This corporation shall keep:

- a. Adequate and correct books and records of account;
- b. Written minutes of the proceedings of the Board and committees of the Board; and
- c. Such reports and records as required by law.

**ARTICLE XVII  
INSPECTION RIGHTS**

Section 1. **DIRECTORS' RIGHT TO INSPECT.** Every director shall have the right at any reasonable time to inspect the corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2. **ACCOUNTING RECORDS AND MINUTES.** On written demand on the corporation, any director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the director's interest as a director. Any such inspection and copying may be made in person or by the director's agent or attorney. This right of inspection extends to the records of any subsidiary of the corporation.

Section 3. **MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS.** This corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours. If the corporation has no business office in California, the Secretary shall, on the written request of any director, furnish to that director a copy of the articles of incorporation and bylaws, as amended to the current date.

**ARTICLE XVIII  
REQUIRED REPORTS**

Section 1. ANNUAL REPORTS. The Board of Directors shall cause an annual report to be sent to itself (the members of the Board of Directors) within 120 days after the end of the corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- a. The assets and liabilities, including the trust funds, or the corporation as of the end of the fiscal year;
- b. The principal changes in assets and liabilities, including trust funds;
- c. The corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- d. The corporation's expenses or disbursement for both general and restricted purposes;
- e. Any information required under these bylaws; and
- f. An independent accountant's report or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. The corporation shall comply with the reporting requirements of Corporations Code Section 6322.

**ARTICLE XIX  
BYLAW AMENDMENTS**

Section 1. BYLAW AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these Bylaws by a majority of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall make any provisions of these Bylaws inconsistent with the corporation's Articles of Incorporation, or any laws. The Board of Directors may only amend these Bylaws provisions fixing the authorized number of directors or establishing procedures for the nomination or appointment of directors by unanimous vote of all directors then in office. This section may only be amended by the unanimous vote of the all the directors then in office.

**ARTICLE XX  
FISCAL YEAR**

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the corporation shall begin on July 1<sup>st</sup> and end on June 30<sup>th</sup> of each year.

**CERTIFICATE OF SECRETARY**

I certify that I am the duly elected and acting Secretary of the Magnolia Educational & Research Foundation, a California nonprofit public benefit corporation; that these amended and restated bylaws, consisting of **13** pages including this "Certificate of Secretary", are the bylaws of this corporation as adopted by the Board of Directors on October 11, 2018; and that these amended and restated bylaws have not been amended or modified since that date.

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Ms. Barbara Torres  
Secretary

## Senate Bill No. 126

### CHAPTER 3

An act to add Section 47604.1 to the Education Code, relating to charter schools.

[Approved by Governor March 5, 2019. Filed with Secretary of State March 5, 2019.]

#### LEGISLATIVE COUNSEL'S DIGEST

SB 126, Leyva. Charter schools.

(1) The Ralph M. Brown Act requires that all meetings of the legislative body, as defined, of a local agency be open and public and all persons be permitted to attend unless a closed session is authorized. The Bagley-Keene Open Meeting Act requires, with specified exceptions, that all meetings of a state body be open and public and all persons be permitted to attend.

This bill would expressly state that charter schools and entities managing charter schools are subject to the Ralph M. Brown Act, unless the charter school is operated by an entity governed by the Bagley-Keene Open Meeting Act, in which case the charter school would be subject to the Bagley-Keene Open Meeting Act, except as specified.

This bill would require specified charter schools or entities managing charter schools to hold meetings in specified locations. The bill would prohibit a meeting of the governing body of a charter school to discuss items related to the operation of the charter school from including the discussion of any item regarding an activity of the governing body that is unrelated to the operation of the charter school.

(2) The California Public Records Act requires state and local agencies to make their records available for public inspection and to make copies available upon request and payment of a fee unless the records are exempt from disclosure.

This bill would expressly state that charter schools and entities managing charter schools are subject to the California Public Records Act, except as specified.

(3) Existing law prohibits certain public officials, including, but not limited to, state, county, or district officers or employees, from being financially interested in any contract made by them in their official capacity or by any body or board of which they are members, except as provided.

This bill would expressly state that charter schools and entities managing charter schools are subject to these provisions, except that the bill would provide that an employee of a charter school is not disqualified from serving as a member of the governing body of the charter school because of that employment status. The bill would require a member of the governing body of a charter school who is also an employee of the charter school to abstain



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from voting on, or influencing or attempting to influence another member of that body regarding, any matter uniquely affecting that member's own employment.

(4) The Political Reform Act of 1974 requires every state agency and local governmental agency to adopt a conflict-of-interest code, formulated at the most decentralized level possible, that requires designated employees of the agency to file statements of economic interest disclosing any investments, business positions, interests in real property, or sources of income that may foreseeably be affected materially by any governmental decision made or participated in by the designated employee by virtue of that employee's position.

This bill would expressly state that charter schools and entities managing charter schools are subject to the Political Reform Act of 1974, except as specified.

*The people of the State of California do enact as follows:*

SECTION 1. Section 47604.1 is added to the Education Code, to read:

47604.1. (a) For purposes of this section, an "entity managing a charter school" means a nonprofit public benefit corporation that operates a charter school consistent with Section 47604. An entity that is not authorized to operate a charter school pursuant to Section 47604 is not an "entity managing a charter school" solely because it contracts with a charter school to provide to that charter school goods or task-related services that are performed at the direction of the governing body of the charter school and for which the governing body retains ultimate decisionmaking authority.

(b) A charter school and an entity managing a charter school shall be subject to all of the following:

(1) The Ralph M. Brown Act (Chapter 9 (commencing with Section 54950) of Part 1 of Division 2 of Title 5 of the Government Code), except that a charter school operated by an entity pursuant to Chapter 5 (commencing with Section 47620) shall be subject to the Bagley-Keene Open Meeting Act (Article 9 (commencing with Section 11120) of Chapter 1 of Part 1 of Division 3 of Title 2 of the Government Code) regardless of the authorizing entity.

(2) (A) The California Public Records Act (Chapter 3.5 (commencing with Section 6250) of Division 7 of Title 1 of the Government Code).

(B) (i) The chartering authority of a charter school shall be the custodian of records with regard to any request for information submitted to the charter school if either of the following apply:

(I) The charter school is located on a federally recognized California Indian reservation or rancheria.

(II) The charter school is operated by a nonprofit public benefit corporation that was formed on or before May 31, 2002, and is currently operated by a federally recognized California Indian tribe.

(ii) This subparagraph does not allow a chartering authority to delay or obstruct access to records otherwise required under the California Public Records Act (Chapter 3.5 (commencing with Section 6250) of Division 7 of Title 1 of the Government Code).

(3) Article 4 (commencing with Section 1090) of Chapter 1 of Division 4 of Title 1 of the Government Code.

(4) (A) The Political Reform Act of 1974 (Title 9 (commencing with Section 81000) of the Government Code).

(B) For purposes of Section 87300 of the Government Code, a charter school and an entity managing a charter school shall be considered an agency and is the most decentralized level for purposes of adopting a conflict-of-interest code.

(c) (1) (A) The governing body of one charter school shall meet within the physical boundaries of the county in which the charter school is located.

(B) A two-way teleconference location shall be established at each schoolsite.

(2) (A) The governing body of one nonclassroom-based charter school that does not have a facility or operates one or more resource centers shall meet within the physical boundaries of the county in which the greatest number of pupils who are enrolled in that charter school reside.

(B) A two-way teleconference location shall be established at each resource center.

(3) (A) For a governing body of an entity managing one or more charter schools located within the same county, the governing body of the entity managing a charter school shall meet within the physical boundaries of the county in which that charter school or schools are located.

(B) A two-way teleconference location shall be established at each schoolsite and each resource center.

(4) (A) For a governing body of an entity that manages two or more charter schools that are not located in the same county, the governing body of the entity managing the charter schools shall meet within the physical boundaries of the county in which the greatest number of pupils enrolled in those charter schools managed by that entity reside.

(B) A two-way teleconference location shall be established at each schoolsite and each resource center.

(C) The governing body of the entity managing the charter schools shall audio record, video record, or both, all the governing board meetings and post the recordings on each charter school's internet website.

(5) This subdivision does not limit the authority of the governing body of a charter school and an entity managing a charter school to meet outside the boundaries described in this subdivision if authorized by Section 54954 of the Government Code, and the meeting place complies with Section 54961 of the Government Code.

(d) Notwithstanding Article 4 (commencing with Section 1090) of Chapter 1 of Division 4 of Title 1 of the Government Code, an employee of a charter school shall not be disqualified from serving as a member of the governing body of the charter school because of that employee's

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employment status. A member of the governing body of a charter school who is also an employee of the charter school shall abstain from voting on, or influencing or attempting to influence another member of the governing body regarding, all matters uniquely affecting that member's employment.

(e) To the extent a governing body of a charter school or an entity managing a charter school engages in activities that are unrelated to a charter school, Article 4 (commencing with Section 1090) of Chapter 1 of Division 4 of Title 1 of the Government Code, the Ralph M. Brown Act (Chapter 9 (commencing with Section 54950) of Part 1 of Division 2 of Title 5 of the Government Code), the Bagley-Keene Open Meeting Act (Article 9 (commencing with Section 11120) of Chapter 1 of Part 1 of Division 3 of Title 2 of the Government Code), the California Public Records Act (Chapter 3.5 (commencing with Section 6250) of Division 7 of Title 1 of the Government Code), and the Political Reform Act of 1974 (Title 9 (commencing with Section 81000) of the Government Code) shall not apply with regard to those unrelated activities unless otherwise required by law.

(f) A meeting of the governing body of a charter school to discuss items related to the operation of the charter school shall not include the discussion of any item regarding an activity of the governing body that is unrelated to the operation of the charter school.

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# Cover Sheet

## Review of Financial Actuals through March 21, 2019 and Updates on 2nd Interim Report

**Section:** IV. Information/Discussion Items  
**Item:** D. Review of Financial Actuals through March 21, 2019 and  
Updates on 2nd Interim Report  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** IV\_D\_March\_Financials.pdf



Board Agenda Item #	Agenda # IV D - Discussion Item
Date:	May 9, 2019
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Lead:	Nanie Montijo, Chief Finance Officer and Karl Yoder, DMS
RE:	March 2019 Financial Reports

Discussion item.

Back office service provider presents monthly financial reports for all school sites, MERF and a consolidated MPS report.

- Highlights of the activities recorded for the month are presented and included in the financial packet provided to all board members and also made available online

**FINANCIAL HIGHLIGHTS:**

Revenues are \$95k above the year to date projection

- Expenditures are 107k below budget
- Revenues received to date is at 65%
- Spending to date is at 59%
- Net Impact: \$202k
- Cash flow is sufficient at each campus and overall

Name of Originator:

Nanie Montijo, Chief Financial Officer and Karl Yoder, DMS

Attachments

February 2019 Financial Reports for all School Sites and MERF



# March 2019 Monthly Financial Update (Actuals through 3/31/19)



# March 2019 Financial Update: Executive Summary

- Year-to-date trending through March is generally aligned with Second Interim, with some positive trending:
  - **Revenues are \$95k above year-to-date budget**
  - **Expenditures are \$107k less than year-to-date budget**
  - **Net impact = \$202k ahead of year-to-date budget so far**
- We continue to see spending on materials and services running below Second Interim Budget amounts. If spending trends remain on track, the 2018-19 year will end up slightly better than projected at Second Interim

# March 2019 Financial Update: Executive Summary

<b>MSA - Consolidated</b>	<b>2nd Interim Budget</b>	<b>Year-to-Date Budget (through Mar 2019)</b>	<b>Year-to-Date Actuals (through Mar 2019)</b>	<b>Variance from YTD Budget</b>	<b>Primary Reasons For Variance (see budget detail for all changes)</b>
<b>SUMMARY</b>					
<b>Revenues</b>					
LCFF Entitlement	39,822,616	25,872,198	25,816,357	(55,842)	Some LCFF received sooner than projected
Federal Revenues	3,540,557	1,932,570	1,852,070	(80,500)	Normal variances (should end up on track)
Other State Revenues	6,418,492	3,236,493	3,542,464	305,971	Normal variances (should end up on track)
Other Local Revenues	6,498,077	5,424,752	5,350,762	(73,989)	Normal variances (should end up on track)
<b>Total Revenues</b>	<b>56,279,742</b>	<b>36,466,014</b>	<b>36,561,653</b>	<b>95,639</b>	
<b>Expenditures</b>					
Salaries & Benefits	32,863,312	21,764,063	22,269,973	505,910	Normal variance
Books and Supplies	2,486,246	1,575,407	1,323,446	(251,961)	Normal variance
Services and Operating Exp.	20,937,545	10,350,655	10,123,293	(227,362)	Spending is running lower than budgeted
Depreciation & Cap Outlay	1,929,045	829,686	671,449	(158,237)	Spending is running lower than budgeted
Other Outflows	595,203	510,139	535,113	24,974	Normal variance
<b>Total Expenditures</b>	<b>58,811,350</b>	<b>35,029,950</b>	<b>34,923,274</b>	<b>(106,675)</b>	
<b>Net Revenues</b>	<b>(2,531,609)</b>	<b>1,436,064</b>	<b>1,638,379</b>	<b>202,315</b>	



2018-19 Second Interim Budget Actuals through March 31, 2019)	Year To Date											Annual Budget						
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Actual YTD	2nd Interim Budget YTD	Variance	Adopted July 1 Budget	2nd Interim Budget	Current Forecast	Change Since 2nd Interim	Second Interim Remaining	Actuals as % of Second Interim
<b>MSA Consolidated</b>																		
Projected Average Daily Attendance:														3,802	3,802	-		
<b>SUMMARY</b>																		
<b>Revenue</b>																		
LCFF Entitlement	736,660	2,144,053	2,348,354	4,047,756	3,047,043	3,063,293	4,228,279	2,793,524	3,407,395	25,816,357	25,872,198	(55,842)	41,793,952	39,822,616	39,822,616	-	14,006,260	65%
Federal Revenue	55,268	4,175	(2,376)	64,799	418,802	29,354	1,155,460	106,345	20,243	1,852,070	1,932,570	(80,500)	4,016,521	3,540,557	3,540,557	-	1,688,486	52%
Other State Revenues	105,779	75,608	347,283	594,025	520,807	325,431	381,039	232,057	960,436	3,542,464	3,236,493	305,971	6,100,356	6,418,492	6,115,739	(302,754)	2,573,274	58%
Other Local Revenues	181,873	1,414,399	142,860	799,627	582,277	574,390	196,578	899,621	559,136	5,350,762	5,424,752	(73,989)	6,425,437	6,498,077	6,523,896	25,819	1,173,133	82%
<b>Total Revenue</b>	<b>1,079,581</b>	<b>3,638,235</b>	<b>2,836,120</b>	<b>5,506,207</b>	<b>4,568,928</b>	<b>3,992,468</b>	<b>5,961,355</b>	<b>4,031,548</b>	<b>4,947,211</b>	<b>36,561,653</b>	<b>36,466,014</b>	<b>95,639</b>	<b>58,336,266</b>	<b>56,279,742</b>	<b>56,002,807</b>	<b>(276,935)</b>	<b>19,441,153</b>	<b>65%</b>
<b>Expenditures</b>																		
Certificated Salaries	955,857	1,418,779	1,483,506	1,478,665	1,449,913	1,459,382	1,419,194	1,441,731	1,434,717	12,541,742	12,421,003	120,740	18,152,479	17,515,957	17,505,957	(10,000)	4,964,215	72%
Classified Salaries	376,694	478,137	552,036	537,056	518,951	540,653	513,151	525,623	523,377	4,565,678	4,497,255	68,423	5,546,494	6,635,954	6,635,954	-	2,070,276	69%
Benefits	229,686	783,285	521,457	667,398	620,316	387,778	1,001,857	419,791	514,612	5,162,552	4,845,805	316,747	8,353,618	8,711,400	8,708,400	(3,000)	3,545,849	59%
Books and Supplies	8,535	207,482	335,221	184,714	268,102	186,319	6,038	205,643	(78,607)	1,323,446	1,575,407	(251,961)	3,462,686	2,486,246	2,467,928	(18,318)	1,144,482	54%
Services and Operating Exp.	355,890	1,601,449	1,325,122	1,376,559	1,115,911	956,591	834,437	1,231,839	1,325,494	10,123,293	10,350,655	(227,362)	19,218,942	20,937,545	20,705,688	(231,856)	10,582,395	49%
Depreciation & Cap Outlay	-	12,800	5,845	357,314	39,396	-	70,683	129,338	56,074	671,449	829,686	(158,237)	1,005,243	1,929,045	2,570,584	641,539	1,899,135	26%
Other Outflows	43,042	55,165	88,938	58,535	13,480	94,077	44,844	127,953	9,080	535,113	510,139	24,974	873,946	595,203	595,203	-	60,091	90%
<b>Total Expenditures</b>	<b>1,969,703</b>	<b>4,557,097</b>	<b>4,312,124</b>	<b>4,660,241</b>	<b>4,026,069</b>	<b>3,624,800</b>	<b>3,890,204</b>	<b>4,081,918</b>	<b>3,784,747</b>	<b>34,923,274</b>	<b>35,029,950</b>	<b>(106,675)</b>	<b>56,613,408</b>	<b>58,811,350</b>	<b>59,189,715</b>	<b>378,365</b>	<b>24,266,441</b>	<b>59%</b>
<b>Net Revenues</b>										<b>1,638,379</b>	<b>1,436,064</b>	<b>202,315</b>	<b>1,722,858</b>	<b>(2,531,609)</b>	<b>(3,186,909)</b>	<b>(655,300)</b>	<b>(4,825,288)</b>	
<b>Fund Balance</b>																		
Beginning Balance (Audited)															26,993,791			
Net Revenues															(3,186,909)			
<b>Ending Fund Balance</b>															<b>23,806,882</b>			



2018-19 Second Interim Budget Actuals through March 31, 2019)		Year To Date										Annual Budget							
		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Actual YTD	2nd Interim Budget YTD	Variance	Adopted July 1 Budget	2nd Interim Budget	Current Forecast	Change Since 2nd Interim	Second Interim Remaining	Actuals as % of Second Interim
<b>MSA Consolidated</b>																			
<b>REVENUE DETAIL</b>																			
<b>LCFF Entitlement</b>																			
8011	State Aid	310,853	1,221,512	1,509,258	2,197,253	2,198,720	2,198,720	2,215,599	1,637,754	1,779,798	15,269,468	15,233,211	(36,256)	27,327,807	24,971,893	24,971,893	-	9,702,425	61%
8012	EPA Entitlement	-	-	54,332	633,714	-	54,332	1,202,509	176,394	1,190,096	3,311,377	3,107,608	(203,769)	3,727,777	4,155,679	4,155,679	-	844,302	80%
8019	Prior Year Adjustments	8	-	(794)	-	-	70	-	-	5,015	4,299	(716)	(5,015)	-	-	-	-	(4,299)	-
8096	InLieuPropTaxes	425,799	922,540	785,558	1,216,789	848,323	810,171	810,171	979,376	432,486	7,231,213	7,532,095	300,882	10,738,369	10,695,044	10,695,044	-	3,463,831	68%
<b>SUBTOTAL - LCFF Entitlement</b>		<b>736,660</b>	<b>2,144,053</b>	<b>2,348,354</b>	<b>4,047,756</b>	<b>3,047,043</b>	<b>3,063,293</b>	<b>4,228,279</b>	<b>2,793,524</b>	<b>3,407,395</b>	<b>25,816,357</b>	<b>25,872,198</b>	<b>55,842</b>	<b>41,793,952</b>	<b>39,822,616</b>	<b>39,822,616</b>	<b>-</b>	<b>14,006,260</b>	<b>65%</b>
<b>Federal Revenue</b>																			
8181	SpEd - Revenue	12,745	25,489	16,993	16,993	16,993	16,993	62,443	29,839	11,444	209,933	265,738	55,805	562,031	562,031	562,031	-	352,098	37%
8220	SchLunchFederal	42,524	(23,154)	(19,369)	-	-	-	-	-	-	-	-	-	1,161,078	-	-	-	-	-
8290	All Other Federal Revenue	-	1,840	-	47,806	401,809	12,361	1,093,017	76,506	8,799	1,642,138	1,666,833	24,695	2,293,412	2,978,526	2,978,526	-	1,336,388	55%
<b>SUBTOTAL - Federal Revenue</b>		<b>55,268</b>	<b>4,175</b>	<b>(2,376)</b>	<b>64,799</b>	<b>418,802</b>	<b>29,354</b>	<b>1,155,460</b>	<b>106,345</b>	<b>20,243</b>	<b>1,852,070</b>	<b>1,932,570</b>	<b>80,500</b>	<b>4,016,521</b>	<b>3,540,557</b>	<b>3,540,557</b>	<b>-</b>	<b>1,688,486</b>	<b>52%</b>
<b>Other State Revenue</b>																			
8311	SpEd Revenue	99,588	75,608	180,898	164,526	161,617	208,572	162,989	88,541	356,231	1,498,571	1,312,318	(186,253)	2,148,623	2,260,653	2,260,653	-	762,082	66%
8520	SchoolNutrState	-	-	-	-	-	-	-	-	-	-	-	-	101,077	-	-	-	-	-
8550	MandCstReimburs	-	-	-	-	-	88,206	99,997	185,600	-	373,803	388,203	14,400	1,377,779	780,238	780,238	-	406,435	48%
8560	StateLotteryRev	-	-	16,384	79,257	-	-	128,898	0	-	224,539	224,539	-	778,564	778,564	778,564	-	554,025	29%
8590	AllOthStateRev	6,191	-	150,000	350,242	359,190	28,653	(10,845)	(42,084)	604,205	1,445,552	1,311,434	(134,118)	1,694,312	2,599,037	2,296,283	(302,754)	850,732	63%
<b>SUBTOTAL - Other State Revenue</b>		<b>105,779</b>	<b>75,608</b>	<b>347,283</b>	<b>594,025</b>	<b>520,807</b>	<b>325,431</b>	<b>381,039</b>	<b>232,057</b>	<b>960,436</b>	<b>3,542,464</b>	<b>3,236,493</b>	<b>(305,971)</b>	<b>6,100,356</b>	<b>6,418,492</b>	<b>6,115,739</b>	<b>(302,754)</b>	<b>2,573,274</b>	<b>58%</b>
<b>Local Revenue</b>																			
8600	Other Local Revenue	-	-	25,000	-	-	-	(25,000)	86,469	149,222	235,691	180,000	(55,691)	-	252,422	252,422	-	16,731	93%
8634	StudentLunchFee	0	-	0	(0)	-	0	728	25,006	23	25,756	30,428	4,671	47,940	-	-	-	(25,756)	-
8650	Leases & Rentals	-	-	-	-	-	-	-	-	-	-	1,000	1,000	2,500	2,500	2,500	-	2,500	0%
8660	Interest	869	362	1,308	425	-	2,278	914	-	-	6,156	7,444	1,288	4,376	9,376	9,376	-	3,220	66%
8698	OthRev-Suspense	2,458	(2,351)	0	-	-	-	(0)	0	-	107	64	(43)	-	-	-	-	(107)	-
8699	Other Revenue	15,638	447,258	(393,654)	297,827	6,858	40,061	99,551	46,264	95,122	654,925	586,661	(68,264)	362,557	484,981	510,799	25,819	(144,125)	128%
8701	CMO Fee - MSA-1	-	165,806	82,903	82,903	82,903	82,903	82,903	82,903	82,903	746,126	746,126	-	994,835	994,835	994,835	-	248,709	75%
8702	CMO Fee - MSA-2	-	149,815	74,908	74,908	74,908	74,908	74,908	74,908	74,908	674,169	674,169	-	898,892	898,892	898,892	-	224,723	75%
8703	CMO Fee - MSA-3	82,592	82,592	82,592	82,592	82,592	82,592	82,592	82,592	82,592	743,328	743,328	-	991,104	991,104	991,104	-	247,776	75%
8704	CMO Fee - MSA-4	6,471	6,471	6,471	6,471	6,471	6,471	6,471	6,471	6,471	58,243	58,243	-	77,657	77,657	77,657	-	19,414	75%
8705	CMO Fee - MSA-5	8,604	8,604	8,604	8,604	8,604	8,604	8,604	8,604	8,604	77,440	77,440	-	103,253	103,253	103,253	-	25,813	75%
8706	CMO Fee - MSA-6	3,871	3,871	3,871	3,871	3,871	3,871	3,871	3,871	3,871	34,839	34,839	-	46,452	46,452	46,452	-	11,613	75%
8707	CMO Fee - MSA-7	41,399	41,399	41,399	41,399	41,399	41,399	41,399	41,399	41,399	372,589	372,589	-	496,785	496,785	496,785	-	124,196	75%
8708	CMO Fee - MSA-8	-	165,239	82,620	82,620	82,620	82,620	82,620	82,620	82,620	743,577	743,577	-	991,436	991,436	991,436	-	247,859	75%
8709	CMO Fee - MSA-SA	-	269,311	89,770	89,770	89,770	89,770	(527,350)	101,042	101,042	303,127	301,042	(2,085)	997,937	404,170	404,170	-	101,043	75%
8712	CMO Fee - MSA-SD	-	68,286	34,143	34,143	34,143	34,143	34,143	34,143	34,143	307,285	307,285	-	409,714	409,714	409,714	-	102,429	75%
8791	SpEd Revenue (Local)	1,581	4,867	-	-	-	-	-	-	-	6,448	21,869	15,421	-	45,000	45,000	-	38,552	14%
8802	Private Donations/Grants	1,581	-	-	-	-	227,919	(25,000)	1,500	-	206,000	203,900	(2,100)	-	229,500	229,500	-	23,500	90%
8803	Fundraising	1,581	-	-	-	-	-	58,023	-	-	59,604	59,762	159	-	60,000	60,000	-	396	99%
8999	Revenues-Susp	15,228	2,868	2,926	(5,906)	68,137	24,771	(55,717)	248,329	(205,284)	95,353	274,986	179,633	-	-	-	-	(95,353)	-
<b>SUBTOTAL - Local Revenue</b>		<b>181,873</b>	<b>1,414,399</b>	<b>142,860</b>	<b>799,627</b>	<b>582,277</b>	<b>574,390</b>	<b>196,578</b>	<b>899,621</b>	<b>559,136</b>	<b>5,350,762</b>	<b>5,424,752</b>	<b>73,989</b>	<b>6,425,437</b>	<b>6,498,077</b>	<b>6,523,896</b>	<b>25,819</b>	<b>1,173,133</b>	<b>82%</b>
<b>TOTAL REVENUE</b>		<b>1,079,581</b>	<b>3,638,235</b>	<b>2,836,120</b>	<b>5,506,207</b>	<b>4,568,928</b>	<b>3,992,468</b>	<b>5,961,355</b>	<b>4,031,548</b>	<b>4,947,211</b>	<b>36,561,653</b>	<b>36,466,014</b>	<b>(95,639)</b>	<b>58,336,266</b>	<b>56,279,742</b>	<b>56,002,807</b>	<b>(276,935)</b>	<b>19,441,153</b>	<b>65%</b>

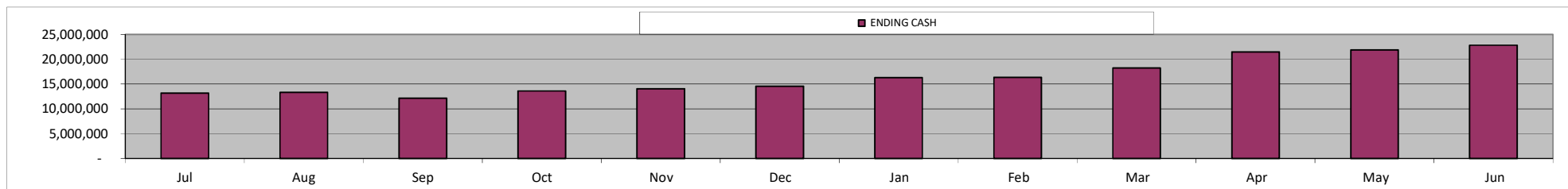
2018-19 Second Interim Budget Actuals through March 31, 2019)		Year To Date											Annual Budget						
MSA Consolidated		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Actual YTD	2nd Interim Budget YTD	Variance	Adopted July 1 Budget	2nd Interim Budget	Current Forecast	Change Since 2nd Interim	Second Interim Remaining	Actuals as % of Second Interim
		<b>EXPENSES DETAIL</b>																	
<b>Certificated Salaries</b>																			
1100	TeacherSalaries	520,831	1,101,439	1,180,359	1,166,437	1,151,466	1,158,631	1,123,176	1,128,154	1,111,867	9,642,360	9,667,954	25,594	14,332,880	13,843,072	13,843,072	-	4,200,712	70%
1300	Cert Adminis	435,026	317,339	303,147	312,228	298,448	300,750	296,018	313,576	322,850	2,899,382	2,753,049	(146,334)	3,819,599	3,672,886	3,662,886	(10,000)	763,503	79%
<b>SUBTOTAL - Certificated Salaries</b>		<b>955,857</b>	<b>1,418,779</b>	<b>1,483,506</b>	<b>1,478,665</b>	<b>1,449,913</b>	<b>1,459,382</b>	<b>1,419,194</b>	<b>1,441,731</b>	<b>1,434,717</b>	<b>12,541,742</b>	<b>12,421,003</b>	<b>(120,740)</b>	<b>18,152,479</b>	<b>17,515,957</b>	<b>17,505,957</b>	<b>(10,000)</b>	<b>4,964,215</b>	<b>72%</b>
<b>Classified Salaries</b>																			
2400	Clerical & Tech	210,709	220,645	249,610	231,899	228,073	247,451	251,138	242,049	236,203	2,117,777	2,100,540	(17,237)	3,095,373	3,453,281	3,453,281	-	1,335,504	61%
2900	OtherClassStaff	165,985	257,492	302,426	305,157	290,877	293,203	262,014	283,574	287,174	2,447,902	2,396,715	(51,186)	2,451,121	3,182,674	3,182,674	-	734,772	77%
<b>SUBTOTAL - Classified Salaries</b>		<b>376,694</b>	<b>478,137</b>	<b>552,036</b>	<b>537,056</b>	<b>518,951</b>	<b>540,653</b>	<b>513,151</b>	<b>525,623</b>	<b>523,377</b>	<b>4,565,678</b>	<b>4,497,255</b>	<b>(68,423)</b>	<b>5,546,494</b>	<b>6,635,954</b>	<b>6,635,954</b>	<b>-</b>	<b>2,070,276</b>	<b>69%</b>
<b>Employee Benefits</b>																			
3101	STRS	83,107	236,652	243,964	248,362	239,344	245,932	236,442	242,738	242,447	2,018,988	1,892,719	(126,269)	2,796,082	2,916,278	2,916,278	-	897,290	69%
3202	PERS	35,942	56,990	64,437	63,437	58,329	62,941	65,887	62,118	60,805	530,885	477,383	(53,503)	628,298	704,436	704,436	-	173,551	75%
3301	OASDI/Med	40,241	54,525	58,959	57,451	55,127	56,597	58,032	57,992	57,381	496,306	490,056	(6,250)	735,007	769,116	769,116	-	272,811	65%
3401	HlthWelfare	7,024	406,073	127,670	270,932	204,107	16,982	561,236	14,922	109,814	1,718,761	1,647,066	(71,695)	3,698,133	3,833,179	3,830,179	(3,000)	2,111,419	45%
3501	UnemployIns	635	4,130	1,344	2,399	38,735	507	17,706	6,409	1,986	73,851	65,456	(8,395)	47,085	48,484	48,484	-	(25,367)	152%
3601	WorkersComp	58,445	19,480	19,482	19,482	19,482	-	22,344	21,330	37,435	217,480	174,816	(42,664)	266,854	257,732	257,732	-	40,253	84%
3701	Other Retirement	-	-	-	-	-	-	35,340	9,387	-	61,098	51,711	(9,387)	-	-	-	-	(61,098)	-
3901	OthBenes	4,292	5,435	5,601	5,335	5,193	4,818	4,870	4,895	4,744	45,184	46,597	1,413	182,160	182,174	182,174	-	136,990	25%
<b>SUBTOTAL - Employee Benefits</b>		<b>229,686</b>	<b>783,285</b>	<b>521,457</b>	<b>667,398</b>	<b>620,316</b>	<b>387,778</b>	<b>1,001,857</b>	<b>419,791</b>	<b>514,612</b>	<b>5,162,552</b>	<b>4,845,805</b>	<b>(316,747)</b>	<b>8,353,618</b>	<b>8,711,400</b>	<b>8,708,400</b>	<b>(3,000)</b>	<b>3,545,849</b>	<b>59%</b>
<b>Books &amp; Supplies</b>																			
4100	Text&CoreCurric	-	121,717	64,408	8,129	20,064	9,016	19,776	27,761	922	271,795	331,977	60,182	231,530	383,077	377,977	(5,100)	106,182	72%
4200	BooksOthRefMats	-	-	-	-	49	-	412	5,190	(98)	5,552	5,608	56	42,582	20,244	20,244	-	14,692	27%
4310	Ins Mats & Sups	-	1,830	14,977	2,806	4,344	10,817	9,452	22,553	579	67,357	170,372	103,015	335,268	768,119	739,998	(28,122)	672,641	9%
4315	OthrSupplies	-	-	854	1,163	2,819	2,698	281	2,229	785	10,829	16,519	5,690	10,000	35,872	32,591	(3,281)	21,762	33%
4320	Office Supplies	-	(130)	10,488	7,323	2,809	3,896	23,574	9,126	3,791	60,878	74,068	13,190	140,335	126,535	126,535	100	65,757	48%
4325	ProfDevMat&Sups	-	-	-	-	-	-	-	-	-	-	600	600	1,500	1,500	1,500	-	1,500	0%
4326	Arts&MusicSupps	-	-	105	-	-	883	-	256	1,395	2,639	5,556	2,917	34,960	17,235	17,235	-	14,596	15%
4335	PE Supplies	-	-	-	47	-	1,207	4,974	271	3,003	9,501	9,529	28	42,740	51,968	52,968	1,000	43,467	18%
4340	Educat Software	-	18,158	55,884	32,648	36,208	-	40,182	91,009	4,850	278,939	234,351	(44,588)	436,955	413,441	408,941	(4,500)	130,002	68%
4345	NonInstStdntSup	1,693	616	5,247	2,716	22	107	3,740	6,781	802	21,724	28,893	7,169	62,212	64,391	66,391	2,000	44,668	33%
4346	TeacherSupplies	1,270	-	214	-	56	421	197	884	157	3,199	6,454	3,256	22,875	24,785	24,785	-	21,586	13%
4350	Cust. Supplies	-	-	4,182	7,113	4,170	3,362	4,825	5,890	2,946	32,487	31,926	(560)	67,248	57,248	57,248	-	24,762	57%
4351	Yearbook	-	-	-	-	-	-	849	-	-	849	3,351	2,502	3,828	7,103	7,103	-	6,254	12%
4390	Uniforms	-	-	-	-	-	-	-	-	-	-	1,212	1,212	3,030	3,030	3,030	-	3,030	0%
4400	NonCapEquip-Gen	-	-	5,328	1,334	2,677	-	4,527	473	5	14,344	24,583	10,239	66,579	51,138	46,138	(5,000)	31,794	31%
4410	ClssrmFrmEqp<5k	-	(396)	-	-	4,809	-	10,950	(0)	-	15,363	16,824	1,460	17,714	19,014	19,014	-	3,651	81%
4430	OfficeFurnEqp<5k	-	-	12	685	250	-	8,839	3,064	-	12,850	16,402	3,552	50,422	35,434	35,434	-	22,584	36%
4440	Computers <\$5k	2,485	-	174	1,110	-	2,889	1,984	4,687	1,730	15,059	27,784	12,725	82,332	63,977	65,664	1,687	50,605	23%
4460	Fixed Asset Suspense	-	-	-	-	-	-	-	-	-	-	-	-	-	17,000	17,000	-	17,000	0%
4710	Food	-	(11)	-	-	-	-	86,615	25,975	4,405	116,984	126,631	9,647	1,719,453	172,000	217,011	45,011	100,027	54%
4720	Food:Other Food	-	(413)	5,104	3,550	1,355	898	11,193	2,864	10,324	34,875	54,758	19,882	91,123	147,133	125,020	(22,113)	90,144	28%
4990	Prior Year Exp	-	-	-	-	-	-	-	-	-	-	2,400	2,400	-	6,000	6,000	-	6,000	0%
4999	Misc Exp-Suspense	3,087	66,112	168,244	116,090	188,471	150,125	(226,333)	(3,371)	(114,202)	348,223	385,610	37,386	-	-	-	-	(348,223)	-
<b>SUBTOTAL - Books and Supplies</b>		<b>8,535</b>	<b>207,482</b>	<b>335,221</b>	<b>184,714</b>	<b>268,102</b>	<b>186,319</b>	<b>6,038</b>	<b>205,643</b>	<b>(78,607)</b>	<b>1,323,446</b>	<b>1,575,407</b>	<b>251,961</b>	<b>3,462,686</b>	<b>2,486,246</b>	<b>2,467,928</b>	<b>(18,318)</b>	<b>1,144,482</b>	<b>54%</b>

2018-19 Second Interim Budget Actuals through March 31, 2019)		Year To Date										Annual Budget							
MSA Consolidated		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Actual YTD	2nd Interim Budget YTD	Variance	Adopted July 1 Budget	2nd Interim Budget	Current Forecast	Change Since 2nd Interim	Second Interim Remaining	Actuals as % of Second Interim
		<b>Services &amp; Other Operating Expenses</b>																	
5101	CMO Fees	142,938	961,395	507,281	507,281	507,281	507,281	(109,840)	518,553	518,553	4,060,724	3,944,288	(116,435)	6,008,065	5,414,298	5,414,298	-	1,353,574	75%
5205	Conference Fees	678	-	-	-	1,165	1,400	450	7,474	(3,296)	7,872	10,440	2,568	89,070	60,109	59,109	(1,000)	51,237	13%
5210	MilesParkTolls	2,178	4,267	2,991	5,830	5,445	3,186	6,935	609	6,505	37,946	41,756	3,811	142,425	138,725	138,975	250	101,030	27%
5215	TravConferences	-	-	-	-	-	21	889	(367)	-	542	7,797	7,255	6,061	17,761	17,761	-	17,219	3%
5220	TraLodging	-	20	879	2,062	279	142	1,461	4,002	4,034	12,879	27,912	15,033	119,485	153,907	173,307	19,400	160,428	7%
5300	DuesMemberships	75	6,913	10,258	89	168	51,570	4,947	7,131	8,343	89,495	91,521	2,027	107,349	162,448	162,748	300	73,253	55%
5450	Other Insurance	54,193	18,066	21,740	28,795	18,064	-	20,009	16,119	40,819	217,805	192,169	(25,637)	274,731	274,731	274,731	-	56,925	79%
5500	OpsHousekeeping	2,270	5,079	6,554	16,996	9,182	20,099	10,579	13,020	14,950	98,729	102,868	4,139	270,376	214,321	216,321	2,000	117,592	46%
5510	Gas & Electric	3,689	30,166	25,902	31,000	21,342	5,296	20,934	18,647	34,951	191,929	180,721	(11,208)	317,926	302,926	310,926	8,000	118,997	62%
5610	Rent & Leases	79,609	264,984	311,101	354,695	169,692	49,722	392,019	125,250	232,409	1,979,480	1,861,712	(117,768)	3,904,429	3,894,223	3,591,470	(302,754)	1,611,990	55%
5620	EquipmentLeases	8,296	14,730	18,004	16,715	15,789	12,287	16,240	19,675	19,586	141,322	133,253	(8,069)	210,739	224,739	232,239	7,500	90,917	61%
5630	Reps&MaintBldg	-	33,577	26,679	12,872	9,792	15,420	6,571	3,620	2,708	111,240	134,174	22,934	275,114	200,290	208,790	8,500	97,550	53%
5800	ProfessServices	10,284	51,034	90,685	68,447	82,321	17,255	40,382	36,694	41,095	438,197	509,290	71,093	2,112,509	1,059,737	1,048,154	(11,583)	609,957	42%
5810	Legal	1,919	15,775	44,678	85,539	11,933	32,829	25,359	2,830	12,903	233,765	303,761	69,996	518,899	858,745	849,345	(9,400)	615,580	28%
5811	Property Tax	-	-	-	-	3,393	-	-	-	-	3,393	4,751	1,357	-	3,393	3,393	-	-	100%
5813	SchPrgAftSchool	-	2,250	61,386	61,304	30,912	30,652	39,564	31,874	39,288	297,230	266,407	(30,823)	648,393	412,082	413,790	1,708	116,560	72%
5814	SchPrgAcadComps	-	694	225	2,100	998	220	2,311	1,458	4,063	12,068	21,045	8,977	62,253	57,253	57,253	-	45,185	21%
5819	SchlProgs-Other	-	7,600	6,873	1,421	1,932	4,586	7,621	2,395	3,149	35,576	65,773	30,197	92,983	103,976	131,627	27,651	96,051	27%
5820	Audit & CPA	-	875	-	148	-	58,669	700	4,863	-	65,255	102,814	37,559	152,716	172,716	180,716	8,000	115,461	36%
5825	DMSBusiness Svcs	-	103,404	-	69,130	34,468	34,468	35,332	35,332	35,332	347,465	346,161	(1,304)	500,000	500,000	500,000	-	152,535	69%
5835	Field Trips	2,885	718	6,302	27,299	13,565	1,591	2,967	32,733	19,274	107,333	93,419	(13,914)	203,840	226,202	238,439	12,237	131,106	45%
5836	FieldTrip Trans	-	9,579	6,386	6,386	6,386	3,193	6,386	10,667	10,341	59,324	43,425	(15,899)	63,860	92,215	93,860	1,645	34,535	63%
5840	MarkngStdtrRecrt	-	270	16,898	14,536	3,284	12,534	12,252	9,668	7,943	77,384	87,525	10,141	191,799	182,588	188,733	6,145	111,349	41%
5850	Oversight Fees	6,161	18,806	54,840	(36,377)	8,214	8,214	14,527	14,375	11,451	100,211	117,411	17,200	418,674	418,674	418,674	-	318,463	24%
5857	Payroll Fees	-	1,873	-	-	-	1,669	15,561	11,794	15,426	46,322	57,832	11,510	208,366	205,730	203,230	(2,500)	156,908	23%
5860	Service Fees	7,910	307	(5,160)	3,704	225	435	525	58	166	8,170	11,870	3,700	33,492	37,756	37,756	-	29,587	22%
5861	Prior Year Services	-	-	-	-	-	12,224	5,956	-	-	18,180	25,429	7,249	-	24,079	24,079	-	5,899	76%
5863	Prof Developmnt	-	465	4,499	7,333	8,845	1,661	9,358	22,122	7,594	61,876	81,581	19,705	224,534	242,953	241,703	(1,250)	179,827	26%
5864	Prof Dev-Other	-	1,677	11,016	10,094	17,805	2,607	39,358	19,493	7,963	110,013	142,079	32,066	420,692	368,022	364,022	(4,000)	254,009	30%
5869	SpEd Ctrct Inst	12,337	750	5,444	6,646	23,355	12,742	119,643	89,839	83,032	353,787	389,363	35,576	-	969,806	969,743	(63)	615,956	36%
5872	SpEd Fees	10,110	10,110	6,740	(0)	-	0	(3,519)	(0)	-	23,441	112,876	89,435	-	278,743	278,743	-	255,302	8%
5875	Staff Recruiting	-	1,223	173	3,288	245	575	-	-	1,272	6,776	7,340	564	15,309	15,396	15,396	-	8,620	44%
5884	Substitutes	-	10,257	59,732	32,855	84,729	40,434	31,115	109,692	111,456	480,270	400,215	(80,055)	480,700	649,014	649,014	-	168,744	74%
5890	Oth Svcs Non-Inst	3,388	-	5,815	2,197	4,874	-	10,533	20,149	2,358	49,315	135,086	85,771	231,904	2,191,251	2,191,251	-	2,141,935	2%
5900	Communications	655	1,732	145	2,556	1,500	-	5,438	1,060	-	13,087	15,573	2,487	108,733	52,689	52,689	-	39,603	25%
5920	Telecom Internet	6,317	8,598	11,005	7,102	2,992	8,734	14,736	8,474	20,116	88,074	72,295	(15,780)	502,422	79,057	135,531	56,474	47,457	65%
5930	Postage/Delivery	-	6,460	652	3,354	504	13	8,407	31	802	20,224	38,881	18,657	84,330	82,728	82,728	-	62,504	24%
5940	Technology	-	7,796	5,400	21,164	15,234	4,864	18,731	32,502	10,906	116,596	169,844	53,248	216,765	594,262	535,146	(59,116)	418,550	22%
<b>SUBTOTAL - Services &amp; Operations</b>		<b>355,890</b>	<b>1,601,449</b>	<b>1,325,122</b>	<b>1,376,559</b>	<b>1,115,911</b>	<b>956,591</b>	<b>834,437</b>	<b>1,231,839</b>	<b>1,325,494</b>	<b>10,123,293</b>	<b>10,350,655</b>	<b>227,362</b>	<b>19,218,942</b>	<b>20,937,545</b>	<b>20,705,688</b>	<b>(231,856)</b>	<b>10,582,395</b>	<b>49%</b>

2018-19 Second Interim Budget Actuals through March 31, 2019)	Year To Date										Annual Budget							
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Actual YTD	2nd Interim Budget YTD	Variance	Adopted July 1 Budget	2nd Interim Budget	Current Forecast	Change Since 2nd Interim	Second Interim Remaining	Actuals as % of Second Interim
<b>MSA Consolidated</b>																		
<b>Capital Outlay &amp; Depreciation</b>																		
6100 Site Imp (Pre-Capitalization)	-	12,800	-	-	-	-	7,819	83,021	2,065	105,706	180,619	74,914	-	677,569	1,277,569	600,000	1,171,864	8%
6400 EquipFixed	-	-	5,845	22,233	39,396	-	62,864	1,225	6,459	138,021	168,962	30,941	-	246,233	292,459	46,226	154,438	47%
6900 Depreciation	-	-	-	335,081	-	-	-	45,092	47,550	427,723	480,105	52,382	1,005,243	1,005,243	1,000,556	(4,687)	572,834	43%
<b>SUBTOTAL - Cap Outlay &amp; Depreci</b>	<b>-</b>	<b>12,800</b>	<b>5,845</b>	<b>357,314</b>	<b>39,396</b>	<b>-</b>	<b>70,683</b>	<b>129,338</b>	<b>56,074</b>	<b>671,449</b>	<b>829,686</b>	<b>158,237</b>	<b>1,005,243</b>	<b>1,929,045</b>	<b>2,570,584</b>	<b>641,539</b>	<b>1,899,135</b>	<b>26%</b>
<b>Other Outflows</b>																		
7299 Encroachment	-	10,110	(40,996)	13,479	13,480	13,480	17,357	23,676	9,080	59,666	18,968	(40,697)	278,743	-	0	0	(59,666)	0%
7438 InterestExpense	43,042	45,056	129,934	45,056	-	80,597	27,486	104,277	-	475,447	491,170	15,723	595,203	595,203	595,203	-	119,756	80%
<b>SUBTOTAL - Other Outflows</b>	<b>43,042</b>	<b>55,165</b>	<b>88,938</b>	<b>58,535</b>	<b>13,480</b>	<b>94,077</b>	<b>44,844</b>	<b>127,953</b>	<b>9,080</b>	<b>535,113</b>	<b>510,139</b>	<b>(24,974)</b>	<b>873,946</b>	<b>595,203</b>	<b>595,203</b>	<b>0</b>	<b>60,091</b>	<b>90%</b>
<b>TOTAL EXPENSES</b>	<b>1,969,703</b>	<b>4,557,097</b>	<b>4,312,124</b>	<b>4,660,241</b>	<b>4,026,069</b>	<b>3,624,800</b>	<b>3,890,204</b>	<b>4,081,918</b>	<b>3,784,747</b>	<b>34,923,274</b>	<b>35,029,950</b>	<b>106,675</b>	<b>56,613,408</b>	<b>58,811,350</b>	<b>59,189,715</b>	<b>378,365</b>	<b>24,266,441</b>	<b>59%</b>

Monthly Update - Monthly Cash Flow (Actuals + Projections)

AII MPS	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	TOTAL
	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	BUDGET	BUDGET	BUDGET	BUDGET	
<b>BEGINNING CASH</b>	<b>13,516,040</b>	<b>13,160,445</b>	<b>13,322,204</b>	<b>12,142,610</b>	<b>13,603,608</b>	<b>14,049,403</b>	<b>14,544,116</b>	<b>16,276,537</b>	<b>16,363,124</b>	<b>18,221,209</b>	<b>21,480,788</b>	<b>21,862,346</b>		
<b>Revenue</b>														
LCFF Entitlement	736,660	2,144,053	2,348,354	4,047,756	3,047,043	3,063,293	4,228,279	2,793,524	3,407,395	3,735,768	2,743,739	2,743,739	4,727,172	<b>39,766,774</b>
Federal Revenue	55,268	4,175	(2,376)	64,799	418,802	29,354	1,155,460	106,345	20,243	764,091	48,545	390,045	405,305	<b>3,460,056</b>
Other State Revenues	105,779	75,608	347,283	594,025	520,807	325,431	381,039	232,057	960,436	883,870	288,674	734,305	972,395	<b>6,421,710</b>
Other Local Revenues	181,873	1,414,399	142,860	799,627	582,277	574,390	196,578	899,621	559,136	746,373	746,373	746,373	(1,139,976)	<b>6,449,906</b>
<b>Total Revenue</b>	<b>1,079,581</b>	<b>3,638,235</b>	<b>2,836,120</b>	<b>5,506,207</b>	<b>4,568,928</b>	<b>3,992,468</b>	<b>5,961,355</b>	<b>4,031,548</b>	<b>4,947,211</b>	<b>6,130,103</b>	<b>3,827,331</b>	<b>4,614,462</b>	<b>4,964,896</b>	<b>56,098,446</b>
<b>Expenses</b>														
Certificated Salaries	955,857	1,418,779	1,483,506	1,478,665	1,449,913	1,459,382	1,419,194	1,441,731	1,434,717	1,377,854	1,377,854	1,377,854	951,393	<b>17,626,697</b>
Classified Salaries	376,694	478,137	552,036	537,056	518,951	540,653	513,151	525,623	523,377	490,289	490,289	490,289	667,833	<b>6,704,377</b>
Benefits	229,686	783,285	521,457	667,398	620,316	404,149	1,001,857	419,791	514,612	308,828	308,828	308,828	2,936,111	<b>9,025,148</b>
Books and Supplies	8,535	207,482	335,221	184,714	268,102	186,319	6,038	205,643	(78,607)	189,498	189,498	189,498	324,026	<b>2,215,967</b>
Services and Operations	355,890	1,601,449	1,325,122	1,376,559	1,115,911	956,591	834,437	1,231,839	1,325,494	1,457,724	1,457,724	1,457,724	5,981,862	<b>20,478,326</b>
Depreciation / Cap Outlay	-	12,800	5,845	357,314	39,396	-	70,683	129,338	56,074	171,825	171,825	171,825	1,225,424	<b>2,412,347</b>
Other Outflows	43,042	55,165	88,938	58,535	13,480	94,077	44,844	127,953	9,080	(3,971)	(3,971)	(3,971)	96,976	<b>620,177</b>
<b>Total Expenses</b>	<b>1,969,703</b>	<b>4,557,097</b>	<b>4,312,124</b>	<b>4,660,241</b>	<b>4,026,069</b>	<b>3,641,171</b>	<b>3,890,204</b>	<b>4,081,918</b>	<b>3,784,747</b>	<b>3,992,047</b>	<b>3,992,047</b>	<b>3,992,047</b>	<b>12,183,626</b>	<b>59,083,040</b>
<b>Other Transactions Affecting Cash</b>														
Revenues - Prior Year Accruals	1,696,073	1,308,230	148,515	191,918	111,488	27,174	(16,827)	-	427,965	-	-	-	-	<b>3,894,536</b>
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	975,250	-	-	-	<b>975,250</b>
Other Assets	218,092	261,413	98,728	200,110	108,773	128,835	(392,524)	-	-	-	-	-	-	<b>623,428</b>
Fixed Assets	-	-	-	222,430	(27,162)	34,018	(198,237)	104,145	104,145	109,294	109,294	109,294	-	<b>567,221</b>
Due To (From)	(102,094)	(315,616)	(283,756)	(82,105)	(89,770)	(89,770)	-	-	-	-	400,000	186,486	-	<b>(376,625)</b>
Expenses - Prior Year Accruals	(1,316,953)	(202,943)	(4,666)	-	-	-	-	-	-	-	-	-	-	<b>(1,524,562)</b>
Accounts Payable - Current Year	-	(9,872)	404,314	38,200	(244,872)	6,180	231,879	-	238,848	-	-	-	-	<b>664,677</b>
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	-	<b>523,606</b>
Loans Payable (Current)	-	-	-	-	-	-	-	-	-	-	-	-	-	<b>-</b>
Loans Payable (Long Term)	-	-	(111,204)	-	-	(7,500)	(7,500)	(11,667)	(119,816)	(7,500)	(7,500)	(7,500)	-	<b>(280,187)</b>
<b>Total Other Transactions</b>	<b>534,527</b>	<b>1,080,621</b>	<b>296,410</b>	<b>615,033</b>	<b>(97,065)</b>	<b>143,415</b>	<b>(338,730)</b>	<b>136,957</b>	<b>695,621</b>	<b>1,121,523</b>	<b>546,273</b>	<b>332,759</b>		<b>5,067,345</b>
<b>Total Change in Cash</b>	<b>(355,595)</b>	<b>161,759</b>	<b>(1,179,593)</b>	<b>1,460,998</b>	<b>445,795</b>	<b>494,713</b>	<b>1,732,422</b>	<b>86,587</b>	<b>1,858,085</b>	<b>3,259,579</b>	<b>381,558</b>	<b>955,175</b>		<b>2,082,751</b>
<b>ENDING CASH</b>	<b>13,160,445</b>	<b>13,322,204</b>	<b>12,142,610</b>	<b>13,603,608</b>	<b>14,049,403</b>	<b>14,544,116</b>	<b>16,276,537</b>	<b>16,363,124</b>	<b>18,221,209</b>	<b>21,480,788</b>	<b>21,862,346</b>	<b>22,817,520</b>		<b>141</b>



## MSA-1 Executive Summary

### SUMMARY OF RESULTS

This latest Current Forecast update projects a budget surplus of \$109,589.

This is an decrease of \$0 from the original Second Interim Budget projected surplus of \$109,589.

This will allow MSA-1 to end this fiscal year with a balance of \$4,921,433, which is 55.1% 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 \$1,539,322, 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 Second Interim = decrease of (\$302,754), or -3.2% of Second Interim revenues)

**LCFF Entitlement:** These "Local Control Funding Formula" revenues are the primary funding source for the school.

LCFF Entitlement projected revenues are \$0 lower than in the Second Interim, due to average daily attendance (ADA) decreasing by 0.

**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 \$0 lower than in the Second Interim, due to removal of NSLP revenue and updates to ESSA funding amounts.

**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 (\$302,754) lower than in the Second Interim, primarily due to a changes in one-time funding levels.

**Other Local Revenues:** This category is primarily fundraising revenue, but includes any non-LCFF local revenue sources.

Other Local Revenues are projected at \$0 lower than in the Second Interim, reflecting updated projections of fundraising and other local revenue.

### SIGNIFICANT CHANGES IN EXPENSES (Total change from Second Interim = decrease of (\$302,754), or -3.3% of Second Interim expenses)

**Salaries and Benefits:** This includes all employee pay, plus benefits such as retirement, healthcare, Medicare, Social Security, etc.

Salaries and Benefits costs are \$0 lower than in the Second Interim, 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 (\$12,000) lower than in the Second Interim, due primarily to removal of Lunch Program costs (Object 4710).

**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 (\$290,754) lower than in the Second Interim, due to various line-item adjustments (see budget detail).

**Depreciation, Capital Outlay, and Other Outgo:** This category includes depreciation on fixed assets and interest on long-term debt.

These costs are projected at \$0 lower than in the Second Interim, reflecting stable depreciation and capital outlay projections.



2018-19 Second Interim Budget Actuals through March 31, 2019	Year To Date											Annual Budget										
MSA 1	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Actual YTD	2nd Interim Budget YTD	Variance	Adopted July 1 Budget	2nd Interim Budget	Current Forecast	Change Since 2nd Interim	Second Interim Remaining	Actuals as % of Second Interim				
Projected Average Daily Attendance:														573	573	-						
<b>SUMMARY</b>																						
<b>Revenue</b>																						
LCFF Entitlement	75,698	343,603	293,142	657,398	446,920	446,920	657,400	522,610	834,648	4,278,339	4,349,604	(71,265)	6,879,059	6,427,154	6,427,154	-	2,148,815	67%				
Federal Revenue	-	1,840	-	-	78,178	-	351,611	29,533	-	461,162	518,779	(57,617)	1,178,414	1,215,093	1,215,093	-	753,931	38%				
Other State Revenues	12,965	-	86,302	23,337	94,521	39,809	55,520	50,493	260,057	623,004	585,058	37,946	1,388,951	1,372,354	1,069,601	(302,754)	446,596	58%				
Other Local Revenues	6,000	-	2,278	7,435	13,155	20,418	202,829	56,751	17,200	326,067	353,328	(27,261)	64,182	324,392	324,392	-	(1,675)	101%				
<b>Total Revenue</b>	<b>94,663</b>	<b>345,443</b>	<b>381,722</b>	<b>688,171</b>	<b>632,773</b>	<b>507,147</b>	<b>1,267,359</b>	<b>659,387</b>	<b>1,111,905</b>	<b>5,688,572</b>	<b>5,806,769</b>	<b>(118,197)</b>	<b>9,510,606</b>	<b>9,338,993</b>	<b>9,036,240</b>	<b>(302,754)</b>	<b>3,347,668</b>	<b>63%</b>				
<b>Expenditures</b>																						
Certificated Salaries	154,335	268,954	231,137	229,542	228,277	230,399	215,181	233,275	240,558	2,031,657	1,999,218	32,439	2,788,888	2,716,938	2,716,938	-	685,281	75%				
Classified Salaries	42,241	44,889	60,287	51,294	50,226	57,086	56,662	59,776	56,731	479,191	459,672	19,520	610,005	721,660	721,660	-	242,468	66%				
Benefits	28,667	107,975	89,460	56,165	132,547	58,077	133,161	62,630	67,052	735,734	696,541	39,192	1,187,476	1,228,220	1,228,220	-	492,487	60%				
Books and Supplies	1,270	66,710	39,854	68,356	29,939	37,041	(28,494)	14,532	362	229,570	265,176	(35,606)	577,771	568,980	556,980	(12,000)	327,410	41%				
Services and Operating Exp.	11,951	325,251	240,732	245,821	239,035	244,072	246,220	239,674	243,882	2,036,638	2,119,468	(82,829)	3,592,319	3,599,223	3,308,469	(290,754)	1,271,831	62%				
Depreciation & Cap Outlay	-	-	5,845	23,824	-	-	-	23,824	5,956	59,449	96,931	(37,482)	71,472	394,383	394,383	-	334,935	15%				
Other Outflows	-	-	(3,519)	-	-	-	3,519	-	-	-	-	-	15,494	-	-	-	-	-				
<b>Total Expenditures</b>	<b>238,463</b>	<b>813,779</b>	<b>663,795</b>	<b>675,003</b>	<b>680,024</b>	<b>626,676</b>	<b>626,248</b>	<b>633,710</b>	<b>614,541</b>	<b>5,572,239</b>	<b>5,637,006</b>	<b>(64,767)</b>	<b>8,843,426</b>	<b>9,229,404</b>	<b>8,926,650</b>	<b>(302,754)</b>	<b>3,354,411</b>	<b>62%</b>				
<b>Net Revenues</b>												<b>116,332</b>	<b>169,763</b>	<b>(53,430)</b>	<b>667,180</b>	<b>109,589</b>	<b>109,589</b>	<b>-</b>	<b>(6,743)</b>			
<b>Fund Balance</b>																						
Beginning Balance (Audited)																					4,811,844	
Net Revenues																						109,589
<b>Ending Fund Balance</b>																						<b>4,921,433</b>





2018-19 Second Interim Budget Actuals through March 31, 2019)		Year To Date											Annual Budget						
MSA 1		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Actual YTD	2nd Interim Budget YTD	Variance	Adopted July 1 Budget	2nd Interim Budget	Current Forecast	Change Since 2nd Interim	Second Interim Remaining	Actuals as % of Second Interim
<b>REVENUE DETAIL</b>																			
<b>LCFF Entitlement</b>																			
8011	State Aid	-	192,222	192,222	345,999	345,999	345,999	345,999	345,999	411,195	2,525,634	2,546,963	21,329	4,740,643	4,196,773	4,196,773	-	1,671,139	60%
8012	EPA Entitlement	-	-	-	210,479	-	-	210,480	-	279,710	700,669	720,959	20,290	788,145	848,599	848,599	-	147,930	83%
8019	Prior Year Adjustments	8	-	-	-	-	-	-	-	1,670	1,678	8	(1,670)	-	-	-	-	(1,678)	-
8096	InLieuPropTaxes	75,690	151,381	100,920	100,920	100,921	100,921	100,921	176,611	142,073	1,050,358	1,081,674	31,316	1,350,271	1,381,782	1,381,782	-	331,424	76%
<b>SUBTOTAL - LCFF Entitlement</b>		<b>75,698</b>	<b>343,603</b>	<b>293,142</b>	<b>657,398</b>	<b>446,920</b>	<b>446,920</b>	<b>657,400</b>	<b>522,610</b>	<b>834,648</b>	<b>4,278,339</b>	<b>4,349,604</b>	<b>71,265</b>	<b>6,879,059</b>	<b>6,427,154</b>	<b>6,427,154</b>	-	<b>2,148,815</b>	<b>67%</b>
<b>Federal Revenue</b>																			
8181	SpEd - Revenue	-	-	-	-	-	-	-	-	-	-	27,150	27,150	67,875	67,875	67,875	-	67,875	0%
8220	SchLunchFederal	-	-	-	-	-	-	-	-	-	-	-	-	271,704	-	-	-	-	-
8290	All Other Federal Revenue	-	1,840	-	-	78,178	-	351,611	29,533	-	461,162	491,629	30,467	838,835	1,147,218	1,147,218	-	686,056	40%
<b>SUBTOTAL - Federal Revenue</b>		<b>-</b>	<b>1,840</b>	<b>-</b>	<b>-</b>	<b>78,178</b>	<b>-</b>	<b>351,611</b>	<b>29,533</b>	<b>-</b>	<b>461,162</b>	<b>518,779</b>	<b>57,617</b>	<b>1,178,414</b>	<b>1,215,093</b>	<b>1,215,093</b>	<b>-</b>	<b>753,931</b>	<b>38%</b>
<b>Other State Revenue</b>																			
8311	SpEd Revenue	12,965	-	36,302	23,337	23,337	23,337	23,337	-	57,860	200,475	190,219	(10,256)	319,485	319,485	319,485	-	119,010	63%
8520	SchoolNutrState	-	-	-	-	-	-	-	-	-	-	-	-	22,737	-	-	-	-	-
8550	MandCstReimburs	-	-	-	-	-	16,472	-	34,653	-	51,125	16,472	(34,653)	195,780	112,699	112,699	-	61,574	45%
8560	StateLotteryRev	-	-	-	-	-	-	27,536	-	-	27,536	27,536	-	118,736	118,736	118,736	-	91,199	23%
8590	AllOthStateRev	-	-	50,000	-	71,184	-	4,647	15,840	202,197	343,868	350,831	6,963	732,213	821,434	518,681	(302,754)	174,813	66%
<b>SUBTOTAL - Other State Revenue</b>		<b>12,965</b>	<b>-</b>	<b>86,302</b>	<b>23,337</b>	<b>94,521</b>	<b>39,809</b>	<b>55,520</b>	<b>50,493</b>	<b>260,057</b>	<b>623,004</b>	<b>585,058</b>	<b>(37,946)</b>	<b>1,388,951</b>	<b>1,372,354</b>	<b>1,069,601</b>	<b>(302,754)</b>	<b>446,596</b>	<b>58%</b>
<b>Local Revenue</b>																			
8600	Other Local Revenue	-	-	-	-	-	-	-	-	46,192	46,192	-	(46,192)	-	49,892	49,892	-	3,700	93%
8634	StudentLunchFee	-	-	-	-	-	-	-	-	-	-	-	-	9,183	-	-	-	-	-
8650	Leases & Rentals	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8660	Interest	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8698	OthRev-Suspense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8699	Other Revenue	6,000	-	2,278	7,435	-	-	31,752	6,229	11,774	65,469	49,278	(16,191)	55,000	70,000	70,000	-	4,531	94%
8701	CMO Fee - MSA-1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8702	CMO Fee - MSA-2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8703	CMO Fee - MSA-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8704	CMO Fee - MSA-4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8705	CMO Fee - MSA-5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8706	CMO Fee - MSA-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8707	CMO Fee - MSA-7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8708	CMO Fee - MSA-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8709	CMO Fee - MSA-SA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8712	CMO Fee - MSA-SD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8791	SpEd Revenue (Local)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8802	Private Donations/Grants	-	-	-	-	-	-	204,500	-	1,500	206,000	203,900	(2,100)	-	204,500	204,500	-	(1,500)	101%
8803	Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8999	Revenues-Susp	-	-	-	(0)	13,155	20,418	(33,423)	50,522	(42,266)	8,406	100,150	91,744	-	-	-	-	(8,406)	-
<b>SUBTOTAL - Local Revenue</b>		<b>6,000</b>	<b>-</b>	<b>2,278</b>	<b>7,435</b>	<b>13,155</b>	<b>20,418</b>	<b>202,829</b>	<b>56,751</b>	<b>17,200</b>	<b>326,067</b>	<b>353,328</b>	<b>27,261</b>	<b>64,182</b>	<b>324,392</b>	<b>324,392</b>	<b>-</b>	<b>(1,675)</b>	<b>101%</b>
<b>TOTAL REVENUE</b>		<b>94,663</b>	<b>345,443</b>	<b>381,722</b>	<b>688,171</b>	<b>632,773</b>	<b>507,147</b>	<b>1,267,359</b>	<b>659,387</b>	<b>1,111,905</b>	<b>5,688,572</b>	<b>5,806,769</b>	<b>118,197</b>	<b>9,510,606</b>	<b>9,338,993</b>	<b>9,036,240</b>	<b>(302,754)</b>	<b>3,347,668</b>	<b>63%</b>

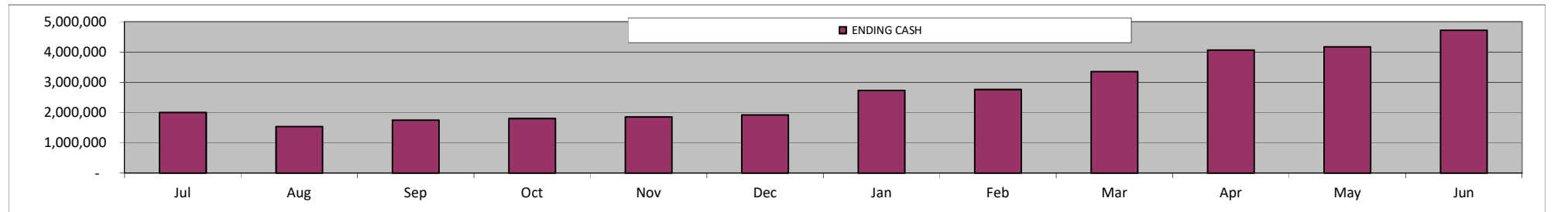
2018-19 Second Interim Budget Actuals through March 31, 2019)		Year To Date											Annual Budget						
MSA 1		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Actual YTD	2nd Interim Budget YTD	Variance	Adopted July 1 Budget	2nd Interim Budget	Current Forecast	Change Since 2nd Interim	Second Interim Remaining	Actuals as % of Second Interim
<b>EXPENDITURES DETAIL</b>																			
<b>Certificated Salaries</b>																			
1100	TeacherSalaries	98,617	181,471	196,238	187,001	187,951	194,975	182,621	191,551	188,055	1,608,479	1,605,147	(3,332)	2,234,641	2,275,331	2,275,331	-	666,852	71%
1300	Cert Adminis	55,718	87,483	34,899	42,541	40,326	35,424	32,560	41,724	52,503	423,179	394,072	(29,107)	554,247	441,607	441,607	-	18,429	96%
<b>SUBTOTAL - Certificated Salaries</b>		<b>154,335</b>	<b>268,954</b>	<b>231,137</b>	<b>229,542</b>	<b>228,277</b>	<b>230,399</b>	<b>215,181</b>	<b>233,275</b>	<b>240,558</b>	<b>2,031,657</b>	<b>1,999,218</b>	<b>(32,439)</b>	<b>2,788,888</b>	<b>2,716,938</b>	<b>2,716,938</b>	<b>-</b>	<b>685,281</b>	<b>75%</b>
<b>Classified Salaries</b>																			
2400	Clerical & Tech	10,965	7,988	11,455	4,234	5,860	11,262	10,078	11,060	10,444	83,346	81,100	(2,246)	191,328	131,491	131,491	-	48,144	63%
2900	OtherClassStaff	31,276	36,900	48,832	47,060	44,366	45,823	46,584	48,716	46,287	395,845	378,572	(17,274)	418,677	590,169	590,169	-	194,324	67%
<b>SUBTOTAL - Classified Salaries</b>		<b>42,241</b>	<b>44,889</b>	<b>60,287</b>	<b>51,294</b>	<b>50,226</b>	<b>57,086</b>	<b>56,662</b>	<b>59,776</b>	<b>56,731</b>	<b>479,191</b>	<b>459,672</b>	<b>(19,520)</b>	<b>610,005</b>	<b>721,660</b>	<b>721,660</b>	<b>-</b>	<b>242,468</b>	<b>66%</b>
<b>Employee Benefits</b>																			
3102	STRS	12,993	35,703	36,381	37,077	35,686	38,404	36,472	38,002	40,049	310,767	281,385	(29,381)	421,268	432,441	432,441	-	121,674	72%
3202	PERS	3,982	7,274	9,416	9,143	7,930	8,882	8,517	8,365	8,548	72,058	76,699	4,641	110,179	125,944	125,944	-	53,886	57%
3301	OASDI/Med	5,210	6,178	7,597	7,323	7,050	7,326	7,550	8,129	7,423	63,786	64,380	595	99,582	104,152	104,152	-	40,366	61%
3401	HlthWelfare	-	55,041	32,530	-	41,835	3,236	69,997	2,778	3,641	209,059	202,640	(6,419)	493,740	504,484	504,484	-	295,425	41%
3501	UnemployIns	-	1,591	1,344	450	37,877	224	8,428	3,171	893	53,978	49,913	(4,065)	24,436	24,816	24,816	-	(29,162)	218%
3601	WorkersComp	6,482	2,161	2,161	2,161	2,161	-	2,161	2,161	6,483	25,931	21,463	(4,468)	38,272	36,371	36,371	-	10,440	71%
3701	Other Retirement	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3901	OthBenes	-	26	30	12	7	6	36	23	15	156	61	(95)	-	14	14	-	(142)	1097%
<b>SUBTOTAL - Employee Benefits</b>		<b>28,667</b>	<b>107,975</b>	<b>89,460</b>	<b>56,165</b>	<b>132,547</b>	<b>58,077</b>	<b>133,161</b>	<b>62,630</b>	<b>67,052</b>	<b>735,734</b>	<b>696,541</b>	<b>(39,192)</b>	<b>1,187,476</b>	<b>1,228,220</b>	<b>1,228,220</b>	<b>-</b>	<b>492,487</b>	<b>60%</b>
<b>Books &amp; Supplies</b>																			
4100	Text&CoreCurric	-	61,672	13,807	929	1,303	-	9,030	551	922	88,215	95,456	7,241	10,000	110,000	110,000	-	21,785	80%
4200	BooksOthRefMats	-	-	-	-	-	-	219	-	-	219	257	39	15,000	315	315	-	97	69%
4310	Ins Mats & Sups	-	-	4,940	198	-	80	4,991	-	169	10,377	20,190	9,813	75,000	300,357	288,357	(12,000)	277,980	4%
4315	OthrSupplies	-	-	854	550	2,819	2,698	154	-	667	7,742	9,818	2,076	10,000	14,600	14,600	-	6,858	53%
4320	Office Supplies	-	-	564	171	148	877	2,097	1,295	257	5,409	3,693	(1,715)	10,000	5,000	5,000	-	(409)	108%
4325	ProfDevMat&Sups	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4326	Arts&MusicSupps	-	-	105	-	-	883	-	10	-	998	1,789	791	15,000	3,000	3,000	-	2,002	33%
4335	PE Supplies	-	-	-	-	-	-	4,208	-	1,580	5,788	4,669	(1,119)	5,000	6,940	6,940	-	1,152	83%
4340	Educat Software	-	5,024	-	3,157	8,740	-	6,575	12,025	-	35,521	33,782	(1,739)	51,130	61,235	61,235	-	25,714	58%
4345	NonInstStdntSup	-	71	-	-	-	-	(370)	(235)	1,374	840	2,645	1,805	15,000	6,200	8,200	2,000	7,360	10%
4346	TeacherSupplies	1,270	-	-	-	-	-	-	-	-	1,270	786	(484)	-	60	60	-	(1,210)	2118%
4350	Cust. Supplies	-	-	2,400	1,678	2,017	-	3,359	244	-	9,697	13,574	3,877	30,000	20,000	20,000	-	10,303	48%
4351	Yearbook	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4390	Uniforms	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4400	NonCapEquip-Gen	-	-	-	-	-	-	-	-	-	-	1,200	1,200	-	3,000	3,000	-	3,000	0%
4410	ClsrmFrmEqp<5k	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4430	OfficeFurnEqp<5k	-	-	-	-	250	-	3,798	(0)	-	4,048	4,469	421	20,600	5,100	5,100	-	1,052	79%
4440	Computers <\$5k	-	-	-	-	-	-	805	(0)	-	805	3,683	2,878	15,000	10,000	8,000	(2,000)	7,195	10%
4460	Fixed Asset Suspense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4710	Food	-	-	-	-	-	-	-	-	-	-	-	-	294,005	-	-	-	-	-
4720	Food:Other Food	-	-	3,201	336	246	-	1,932	(0)	1,061	6,775	12,273	5,498	12,036	23,173	23,173	-	16,398	29%
4990	Prior Year Exp	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4999	Misc Exp-Suspense	-	(58)	13,984	61,338	14,416	32,504	(65,292)	642	(5,668)	51,867	56,893	5,026	-	-	-	-	(51,867)	-
<b>SUBTOTAL - Books and Supplies</b>		<b>1,270</b>	<b>66,710</b>	<b>39,854</b>	<b>68,356</b>	<b>29,939</b>	<b>37,041</b>	<b>(28,494)</b>	<b>14,532</b>	<b>362</b>	<b>229,570</b>	<b>265,176</b>	<b>35,606</b>	<b>577,771</b>	<b>568,980</b>	<b>556,980</b>	<b>(12,000)</b>	<b>327,410</b>	<b>41%</b>

2018-19 Second Interim Budget Actuals through March 31, 2019)		Year To Date											Annual Budget					
MSA 1	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Actual YTD	2nd Interim Budget YTD	Variance	Adopted July 1 Budget	2nd Interim Budget	Current Forecast	Change Since 2nd Interim	Second Interim Remaining	Actuals as % of Second Interim
	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals									
<b>Services &amp; Other Operating Expenses</b>																		
5101	-	165,806	82,903	82,903	82,903	82,903	82,903	82,903	82,903	746,126	746,126	-	994,835	994,835	994,835	-	248,709	75%
5205	-	-	-	-	-	-	-	-	-	-	-	-	15,000	-	-	-	-	-
5210	-	-	194	660	23	-	46	36	142	1,100	482	(619)	5,000	-	-	-	(1,100)	-
5215	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5220	-	-	-	223	-	136	-	540	-	899	1,040	141	2,000	2,601	2,601	-	1,702	35%
5300	-	1,728	(352)	14	93	5,920	511	0	103	8,018	8,983	965	10,688	10,688	10,688	-	2,670	75%
5450	-	2,747	2,747	2,747	2,747	-	2,747	2,747	8,241	32,964	22,170	(10,794)	33,449	33,449	33,449	-	485	99%
5500	546	2,683	2,453	10,063	1,780	11,741	6,070	7,777	2,512	45,626	41,886	(3,740)	75,000	60,000	62,000	2,000	16,374	74%
5510	-	8,223	4,976	6,796	4,990	2,075	4,442	4,273	7,585	43,360	42,159	(1,201)	100,000	70,000	70,000	-	26,640	62%
5610	-	127,658	117,658	117,658	118,408	119,343	119,343	117,658	115,974	953,701	958,754	5,052	1,387,132	1,387,132	1,084,378	(302,754)	130,677	88%
5620	1,139	5,800	2,912	3,942	1,594	4,531	3,971	3,729	4,036	31,654	26,037	(5,617)	29,025	37,025	37,025	-	5,371	85%
5630	-	2,700	14,749	3,314	4,333	12,279	2,770	3,160	1,765	45,069	45,949	880	69,540	59,580	59,580	-	14,511	76%
5800	-	4,518	2,280	2,308	8,482	-	3,000	1,916	-	22,504	49,596	27,092	226,297	95,025	95,025	-	72,520	24%
5810	-	-	275	5,900	-	-	(5,900)	-	-	275	8,189	7,914	20,059	20,059	20,059	-	19,784	1%
5811	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5813	-	-	-	-	-	-	253	682	-	935	3,574	2,639	109,513	9,237	9,237	-	8,302	10%
5814	-	-	-	335	-	-	250	-	1,697	2,282	3,672	1,390	15,000	10,000	10,000	-	7,718	23%
5819	-	-	288	-	-	750	-	700	-	1,738	18,643	16,905	35,000	35,750	45,750	10,000	44,013	4%
5820	-	-	-	-	-	-	-	-	-	-	5,500	5,500	13,749	13,749	13,749	-	13,749	0%
5825	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5835	-	-	-	604	1,469	-	1,150	2,660	1,974	7,856	12,080	4,224	30,000	30,000	30,000	-	22,144	26%
5836	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5840	-	45	2,483	-	-	2,294	1,750	2,626	600	9,797	8,676	(1,121)	15,059	15,059	15,059	-	5,262	65%
5850	-	-	-	-	-	-	-	-	-	-	-	-	68,791	68,791	68,791	-	68,791	0%
5857	-	-	-	-	-	-	1,816	1,770	2,073	5,659	9,972	4,314	25,750	26,050	26,050	-	20,391	22%
5860	2,025	-	(1,993)	(0)	-	-	-	-	-	32	947	914	2,318	2,318	2,318	-	2,286	1%
5861	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5863	-	-	235	-	1,035	-	309	520	3,946	6,045	10,235	4,190	20,000	27,686	27,686	-	21,640	22%
5864	-	1,377	-	-	9,000	-	9,088	-	-	19,465	19,465	-	58,000	54,939	54,939	-	35,474	35%
5869	-	-	-	-	-	-	9,673	-	2,943	12,616	34,964	22,348	-	100,025	100,025	-	87,410	13%
5872	-	-	-	-	-	-	(3,519)	-	-	(3,519)	4,087	7,605	-	15,494	15,494	-	19,013	-23%
5875	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5884	-	-	6,412	6,554	1,200	2,100	3,630	600	6,104	26,600	21,616	(4,984)	30,900	30,900	30,900	-	4,300	86%
5890	-	-	2,025	-	853	-	-	2,559	-	5,438	2,878	(2,559)	116,809	305,426	305,426	-	299,988	2%
5900	-	-	-	46	-	-	-	-	-	46	27	(18)	5,000	-	-	-	(46)	-
5920	-	958	487	1,251	125	-	(126)	125	729	3,549	3,276	(274)	63,405	5,000	5,000	-	1,451	71%
5930	-	1,009	-	504	-	-	606	-	554	2,672	7,049	4,377	15,000	15,000	15,000	-	12,328	18%
5940	-	-	-	-	-	-	1,437	2,692	-	4,129	1,437	(2,692)	-	63,405	63,405	-	59,276	7%
<b>SUBTOTAL - Services &amp; Operations</b>	<b>11,951</b>	<b>325,251</b>	<b>240,732</b>	<b>245,821</b>	<b>239,035</b>	<b>244,072</b>	<b>246,220</b>	<b>239,674</b>	<b>243,882</b>	<b>2,036,638</b>	<b>2,119,468</b>	<b>82,829</b>	<b>3,592,319</b>	<b>3,599,223</b>	<b>3,308,469</b>	<b>(290,754)</b>	<b>1,271,831</b>	<b>62%</b>

2018-19 Second Interim Budget Actuals through March 31, 2019)		Year To Date											Annual Budget						
		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Actual YTD	2nd Interim Budget YTD	Variance	Adopted July 1 Budget	2nd Interim Budget	Current Forecast	Change Since 2nd Interim	Second Interim Remaining	Actuals as % of Second Interim
<b>MSA 1</b>																			
<b>Capital Outlay &amp; Depreciation</b>																			
6100	Site Imp (Pre-Capitalization)	-	-	-	-	-	-	-	-	-	-	-	-	-	298,911	298,911	-	298,911	0%
6400	EquipFixed	-	-	5,845	-	-	-	-	-	-	5,845	13,107	7,262	-	24,000	24,000	-	18,155	24%
6900	Depreciation	-	-	-	23,824	-	-	-	23,824	5,956	53,604	83,824	30,220	71,472	71,472	71,472	-	17,868	75%
<b>SUBTOTAL - Cap Outlay &amp; Dep.</b>		-	-	5,845	23,824	-	-	-	23,824	5,956	59,449	96,931	37,482	71,472	394,383	394,383	-	334,935	15%
<b>Other Outflows</b>																			
7299	Encroachment	-	-	(3,519)	-	-	-	3,519	-	-	-	-	-	15,494	-	-	-	-	-
7438	InterestExpense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>SUBTOTAL - Other Outflows</b>		-	-	(3,519)	-	-	-	3,519	-	-	-	-	-	15,494	-	-	-	-	-
<b>TOTAL EXPENDITURES</b>		238,463	813,779	663,795	675,003	680,024	626,676	626,248	633,710	614,541	5,572,239	5,637,006	64,767	8,843,426	9,229,404	8,926,650	(302,754)	3,354,411	62%

**Monthly Update - Monthly Cash Flow (Actuals + Projections)**

MSA-1	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	TOTAL
	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	BUDGET	BUDGET	BUDGET	BUDGET	
<b>BEGINNING CASH</b>	<b>2,044,087</b>	<b>2,006,322</b>	<b>1,539,322</b>	<b>1,747,358</b>	<b>1,802,665</b>	<b>1,859,728</b>	<b>1,918,331</b>	<b>2,729,113</b>	<b>2,759,136</b>	<b>3,357,571</b>	<b>4,067,702</b>	<b>4,173,685</b>	<b>4,717,396</b>	
<b>Revenue</b>														
LCFF Entitlement	75,698	343,603	293,142	657,398	446,920	446,920	657,400	522,610	834,648	675,000	675,000	675,000	52,550	<b>6,355,889</b>
Federal Revenue	-	1,840	-	-	78,178	-	351,611	29,533	-	365,186	13,575	355,075	(37,521)	<b>1,157,476</b>
Other State Revenues	12,965	-	86,302	23,337	94,521	39,809	55,520	50,493	260,057	276,338	23,802	120,029	64,373	<b>1,107,547</b>
Other Local Revenues	6,000	-	2,278	7,435	13,155	20,418	202,829	56,751	17,200	50,606	50,606	50,606	(180,755)	<b>297,131</b>
<b>Total Revenue</b>	<b>94,663</b>	<b>345,443</b>	<b>381,722</b>	<b>688,171</b>	<b>632,773</b>	<b>507,147</b>	<b>1,267,359</b>	<b>659,387</b>	<b>1,111,905</b>	<b>1,367,130</b>	<b>762,983</b>	<b>1,200,710</b>	<b>(101,353)</b>	<b>8,918,042</b>
<b>Expenses</b>														
Certificated Salaries	154,335	268,954	231,137	229,542	228,277	230,399	215,181	233,275	240,558	220,697	220,697	220,697	55,629	<b>2,749,377</b>
Classified Salaries	42,241	44,889	60,287	51,294	50,226	57,086	56,662	59,776	56,731	48,494	48,494	48,494	116,507	<b>741,179</b>
Benefits	28,667	107,975	89,460	56,165	132,547	58,077	133,161	62,630	67,052	45,245	45,245	45,245	395,945	<b>1,267,412</b>
Books and Supplies	1,270	66,710	39,854	68,356	29,939	37,041	(28,494)	14,532	362	25,250	25,250	25,250	216,053	<b>521,374</b>
Services and Operations	11,951	325,251	240,732	245,821	239,035	244,072	246,220	239,674	243,882	288,029	288,029	288,029	324,915	<b>3,225,640</b>
Depreciation / Cap Outlay	-	-	5,845	23,824	-	-	-	23,824	5,956	33,631	33,631	33,631	196,559	<b>356,901</b>
Other Outflows	-	-	(3,519)	-	-	-	3,519	-	-	-	-	-	-	<b>-</b>
<b>Total Expenses</b>	<b>238,463</b>	<b>813,779</b>	<b>663,795</b>	<b>675,003</b>	<b>680,024</b>	<b>626,676</b>	<b>626,248</b>	<b>633,710</b>	<b>614,541</b>	<b>661,346</b>	<b>661,346</b>	<b>661,346</b>	<b>1,305,608</b>	<b>8,861,883</b>
<b>Other Transactions Affecting Cash</b>														
Revenues - Prior Year Accruals	394,636	143,578	7,398	(15,567)	10,951	(22,637)	(22,637)	-	-	-	-	-	-	<b>495,722</b>
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	<b>-</b>
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	<b>-</b>
Fixed Assets	-	-	-	23,824	-	-	-	-	-	-	-	-	-	<b>23,824</b>
Due To (From)	(115,465)	(46,305)	406,014	-	-	-	-	-	-	-	-	-	-	<b>244,244</b>
Expenses - Prior Year Accruals	(177,482)	(100,283)	(4,666)	-	-	-	-	-	-	-	-	-	-	<b>(282,431)</b>
Accounts Payable - Current Year	-	-	77,017	29,536	89,017	196,423	187,962	-	96,725	-	-	-	-	<b>676,679</b>
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	-	<b>52,152</b>
Loans Payable (Current)	-	-	-	-	-	-	-	-	-	-	-	-	-	<b>-</b>
Loans Payable (Long Term)	-	-	-	-	-	-	-	-	-	-	-	-	-	<b>-</b>
<b>Total Other Transactions</b>	<b>106,035</b>	<b>1,336</b>	<b>490,109</b>	<b>42,139</b>	<b>104,314</b>	<b>178,132</b>	<b>169,671</b>	<b>4,346</b>	<b>101,071</b>	<b>4,346</b>	<b>4,346</b>	<b>4,346</b>	<b>4,346</b>	<b>1,210,190</b>
<b>Total Change in Cash</b>	<b>(37,765)</b>	<b>(467,000)</b>	<b>208,036</b>	<b>55,307</b>	<b>57,063</b>	<b>58,603</b>	<b>810,782</b>	<b>30,023</b>	<b>598,435</b>	<b>710,131</b>	<b>105,984</b>	<b>543,711</b>	<b>543,711</b>	<b>1,266,349</b>
<b>ENDING CASH</b>	<b>2,006,322</b>	<b>1,539,322</b>	<b>1,747,358</b>	<b>1,802,665</b>	<b>1,859,728</b>	<b>1,918,331</b>	<b>2,729,113</b>	<b>2,759,136</b>	<b>3,357,571</b>	<b>4,067,702</b>	<b>4,173,685</b>	<b>4,717,396</b>	<b>4,717,396</b>	



## MSA-2 Executive Summary

### SUMMARY OF RESULTS

This latest Current Forecast update projects a budget deficit of (\$323,555).

This is an increase of \$0 from the original Second Interim Budget projected deficit of (\$323,555).

This will allow MSA-2 to end this fiscal year with a balance of \$793,675, which is 13.4% 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 \$843,319, which represents 52 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 Second Interim = decrease of \$0, or 0.0% of Second Interim revenues)

**LCFF Entitlement:** These "Local Control Funding Formula" revenues are the primary funding source for the school.

LCFF Entitlement projected revenues are \$0 lower than in the Second Interim, due to average daily attendance (ADA) decreasing by 0.

**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 \$0 lower than in the Second Interim, due to removal of NSLP revenues and updates to ESSA funding.

**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 \$0 lower than in the Second Interim, primarily due to a changes in one-time funding levels.

**Other Local Revenues:** This category is primarily fundraising revenue, but includes any non-LCFF local revenue sources.

Other Local Revenues are projected at \$0 lower than in the Second Interim, reflecting updated projections of fundraising and other local revenue.

### SIGNIFICANT CHANGES IN EXPENSES (Total change from Second Interim = decrease of (\$0), or 0.0% of Second Interim expenses)

**Salaries and Benefits:** This includes all employee pay, plus benefits such as retirement, healthcare, Medicare, Social Security, etc.

Salaries and Benefits costs are \$0 lower than in the Second Interim, 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 (\$35,000) lower than in the Second Interim, due primarily to removal of Lunch Program costs (Object 4710).

**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 \$35,000 higher than in the Second Interim, due primarily to adding back in the Prop 39 Energy Projects.

**Depreciation, Capital Outlay, and Other Outgo:** This category includes depreciation on fixed assets and interest on long-term debt.

These costs are projected at \$0 lower than in the Second Interim, reflecting stable depreciation and capital outlay projections.



2018-19 Second Interim Budget Actuals through March 31, 2019)	Year To Date												Annual Budget					
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Actual YTD	2nd Interim Budget YTD	Variance	Adopted July 1 Budget	2nd Interim Budget	Current Forecast	Change Since 2nd Interim	Second Interim Remaining	Actuals as % of Second Interim
<b>MSA 2</b>																		
Projected Average Daily Attendance:														422	422	-		
<b>SUMMARY</b>																		
<b>Revenue</b>																		
LCFF Entitlement	63,824	283,685	241,136	539,504	365,965	365,965	539,505	429,789	431,554	3,260,925	3,261,314	(390)	4,916,902	4,679,290	4,679,290	-	1,418,365	70%
Federal Revenue	-	-	-	-	56,269	-	96,574	11,351	6,904	171,098	172,843	(1,745)	499,381	312,059	312,059	-	140,961	55%
Other State Revenues	10,929	-	30,601	19,672	19,672	32,026	45,612	56,940	36,458	251,910	243,512	8,398	539,656	497,517	497,517	-	245,606	51%
Other Local Revenues	0	3,736	1,341	4,874	4,897	-	8,327	42,163	7,861	73,200	100,339	(27,139)	33,343	94,185	94,185	-	20,986	78%
<b>Total Revenue</b>	<b>74,753</b>	<b>287,421</b>	<b>273,078</b>	<b>564,050</b>	<b>446,803</b>	<b>397,991</b>	<b>690,018</b>	<b>540,242</b>	<b>482,777</b>	<b>3,757,133</b>	<b>3,778,008</b>	<b>(20,876)</b>	<b>5,989,282</b>	<b>5,583,050</b>	<b>5,583,050</b>	<b>-</b>	<b>1,825,918</b>	<b>67%</b>
<b>Expenditures</b>																		
Certificated Salaries	112,754	172,654	190,660	179,910	177,524	175,212	169,187	172,558	165,839	1,516,297	1,530,786	(14,488)	2,166,303	2,064,742	2,064,742	-	548,445	73%
Classified Salaries	14,755	58,550	39,473	38,824	37,081	40,842	37,457	32,452	36,716	336,149	341,896	(5,747)	438,606	614,405	614,405	-	278,255	55%
Benefits	18,329	94,916	72,329	43,738	48,311	43,580	122,842	42,913	72,390	559,347	511,256	48,091	978,684	1,008,649	1,008,649	-	449,302	55%
Books and Supplies	1,246	76,776	14,451	48,086	38,667	7,340	(8,934)	16,571	(30,389)	163,814	216,573	(52,759)	426,947	256,744	221,744	(35,000)	57,930	74%
Services and Operating Exp.	23,426	168,091	97,766	140,986	107,021	96,819	120,184	135,098	175,328	1,064,721	1,060,273	4,448	1,737,696	1,892,581	1,927,581	35,000	862,860	55%
Depreciation & Cap Outlay	-	-	-	23,161	-	-	-	-	28,952	52,113	23,161	28,952	69,484	69,484	69,484	-	17,371	75%
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	12,147	-	-	-	-	-
<b>Total Expenditures</b>	<b>170,510</b>	<b>570,987</b>	<b>414,679</b>	<b>474,705</b>	<b>408,604</b>	<b>363,793</b>	<b>440,736</b>	<b>399,591</b>	<b>448,836</b>	<b>3,692,442</b>	<b>3,683,946</b>	<b>8,496</b>	<b>5,829,868</b>	<b>5,906,605</b>	<b>5,906,605</b>	<b>(0)</b>	<b>2,214,164</b>	<b>63%</b>
<b>Net Revenues</b>										<b>64,691</b>	<b>94,063</b>	<b>(29,372)</b>	<b>159,414</b>	<b>(323,555)</b>	<b>(323,555)</b>	<b>0</b>	<b>(388,246)</b>	
<b>Fund Balance</b>																		
Beginning Balance (Audited)															1,117,230			
Net Revenues															(323,555)			
<b>Ending Fund Balance</b>															<b>793,675</b>			



2018-19 Second Interim Budget Actuals through March 31, 2019)		Year To Date											Annual Budget						
		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Actual YTD	2nd Interim Budget YTD	Variance	Adopted July 1 Budget	2nd Interim Budget	Current Forecast	Change Since 2nd Interim	Second Interim Remaining	Actuals as % of Second Interim
<b>MSA 2</b>																			
<b>REVENUE DETAIL</b>																			
<b>LCFF Entitlement</b>																			
8011	State Aid	-	156,037	156,037	280,866	280,866	280,866	280,866	262,930	1,979,334	1,997,270	17,936	3,378,044	3,049,043	3,049,043	-	1,069,709	65%	
8012	EPA Entitlement	-	-	-	173,539	-	-	173,540	157,908	504,987	347,079	(157,908)	559,149	611,657	611,657	-	106,670	83%	
8019	Prior Year Adjustments	-	-	-	-	-	-	-	1,533	1,533	-	(1,533)	-	-	-	-	-	-	
8096	InLieuPropTaxes	63,824	127,648	85,099	85,099	85,099	85,099	85,099	148,923	9,183	775,071	916,965	141,895	979,709	1,018,590	1,018,590	-	243,519	76%
<b>SUBTOTAL - LCFF Entitlement</b>		<b>63,824</b>	<b>283,685</b>	<b>241,136</b>	<b>539,504</b>	<b>365,965</b>	<b>365,965</b>	<b>539,505</b>	<b>429,789</b>	<b>431,554</b>	<b>3,260,925</b>	<b>3,261,314</b>	<b>390</b>	<b>4,916,902</b>	<b>4,679,290</b>	<b>4,679,290</b>	<b>-</b>	<b>1,418,365</b>	<b>70%</b>
<b>Federal Revenue</b>																			
8181	SpEd - Revenue	-	-	-	-	-	-	-	-	-	-	-	58,875	58,875	58,875	-	58,875	0%	
8220	SchLunchFederal	-	-	-	-	-	-	-	-	-	-	-	202,266	-	-	-	-	-	
8290	All Other Federal Revenue	-	-	-	-	56,269	-	96,574	11,351	6,904	171,098	172,843	1,745	238,240	253,184	253,184	-	82,086	68%
<b>SUBTOTAL - Federal Revenue</b>		<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>56,269</b>	<b>-</b>	<b>96,574</b>	<b>11,351</b>	<b>6,904</b>	<b>171,098</b>	<b>172,843</b>	<b>1,745</b>	<b>499,381</b>	<b>312,059</b>	<b>312,059</b>	<b>-</b>	<b>140,961</b>	<b>55%</b>
<b>Other State Revenue</b>																			
8311	SpEd Revenue	10,929	-	30,601	19,672	19,672	19,672	19,672	-	36,458	156,676	120,218	(36,458)	231,807	231,807	231,807	-	75,131	68%
8520	SchoolNtrState	-	-	-	-	-	-	-	-	-	-	-	-	19,867	-	-	-	-	
8550	MandCstReimburs	-	-	-	-	-	12,354	-	29,220	-	41,574	72,354	30,780	163,554	93,495	93,495	-	51,921	44%
8560	StateLotteryRev	-	-	-	-	-	-	23,145	-	-	23,145	23,145	-	86,151	86,151	86,151	-	63,005	27%
8590	AllOthStateRev	-	-	-	-	-	-	2,795	27,720	-	30,515	27,795	(2,720)	38,277	86,064	86,064	-	55,549	35%
<b>SUBTOTAL - Other State Revenue</b>		<b>10,929</b>	<b>-</b>	<b>30,601</b>	<b>19,672</b>	<b>19,672</b>	<b>32,026</b>	<b>45,612</b>	<b>56,940</b>	<b>36,458</b>	<b>251,910</b>	<b>243,512</b>	<b>(8,398)</b>	<b>539,656</b>	<b>497,517</b>	<b>497,517</b>	<b>-</b>	<b>245,606</b>	<b>51%</b>
<b>Local Revenue</b>																			
8600	Other Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	30,837	30,837	-	30,837	0%	
8634	StudentLunchFee	0	-	-	-	-	-	(0)	0	-	0	(0)	(0)	3,208	-	-	-	(0)	
8650	Leases & Rentals	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8660	Interest	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8698	OthRev-Suspense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8699	Other Revenue	-	-	-	6,215	-	2,105	8,243	8,264	40,878	65,705	15,620	(50,085)	30,135	63,348	63,348	-	(2,357)	104%
8701	CMO Fee - MSA-1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8702	CMO Fee - MSA-2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8703	CMO Fee - MSA-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8704	CMO Fee - MSA-4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8705	CMO Fee - MSA-5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8706	CMO Fee - MSA-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8707	CMO Fee - MSA-7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8708	CMO Fee - MSA-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8709	CMO Fee - MSA-SA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8712	CMO Fee - MSA-SD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8791	SpEd Revenue (Local)	-	3,736	-	-	-	-	-	-	-	3,736	2,241	(1,494)	-	-	-	-	(3,736)	
8802	Private Donations/Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8803	Fundraising	-	-	-	-	-	-	1,000	-	-	1,000	600	(400)	-	-	-	-	(1,000)	
8999	Revenues-Susp	-	-	1,341	(1,341)	4,897	(2,105)	(916)	33,899	(33,017)	2,759	81,877	79,118	-	-	-	-	(2,759)	
<b>SUBTOTAL - Local Revenue</b>		<b>0</b>	<b>3,736</b>	<b>1,341</b>	<b>4,874</b>	<b>4,897</b>	<b>-</b>	<b>8,327</b>	<b>42,163</b>	<b>7,861</b>	<b>73,200</b>	<b>100,339</b>	<b>27,139</b>	<b>33,343</b>	<b>94,185</b>	<b>94,185</b>	<b>-</b>	<b>20,986</b>	<b>78%</b>
<b>TOTAL REVENUE</b>		<b>74,753</b>	<b>287,421</b>	<b>273,078</b>	<b>564,050</b>	<b>446,803</b>	<b>397,991</b>	<b>690,018</b>	<b>540,242</b>	<b>482,777</b>	<b>3,757,133</b>	<b>3,778,008</b>	<b>20,876</b>	<b>5,989,282</b>	<b>5,583,050</b>	<b>5,583,050</b>	<b>-</b>	<b>1,825,918</b>	<b>67%</b>



2018-19 Second Interim Budget Actuals through March 31, 2019)		Year To Date											Annual Budget						
		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Actual YTD	2nd Interim Budget YTD	Variance	Adopted July 1 Budget	2nd Interim Budget	Current Forecast	Change Since 2nd Interim	Second Interim Remaining	Actuals as % of Second Interim
<b>MSA 2</b>																			
<b>EXPENDITURES DETAIL</b>																			
<b>Certificated Salaries</b>																			
1100	TeacherSalaries	72,261	145,044	163,050	151,600	149,820	152,332	141,577	144,743	137,829	1,258,256	1,273,349	15,092	1,740,983	1,782,935	1,782,935	-	524,679	71%
1300	Cert Adminis	40,493	27,610	27,610	28,310	27,704	22,879	27,610	27,814	28,010	258,041	257,437	(604)	425,320	281,807	281,807	-	23,766	92%
<b>SUBTOTAL - Certificated Salaries</b>		<b>112,754</b>	<b>172,654</b>	<b>190,660</b>	<b>179,910</b>	<b>177,524</b>	<b>175,212</b>	<b>169,187</b>	<b>172,558</b>	<b>165,839</b>	<b>1,516,297</b>	<b>1,530,786</b>	<b>14,488</b>	<b>2,166,303</b>	<b>2,064,742</b>	<b>2,064,742</b>	-	<b>548,445</b>	<b>73%</b>
<b>Classified Salaries</b>																			
2400	Clerical & Tech	10,583	34,933	11,678	11,429	11,353	12,692	12,128	11,511	11,085	127,392	129,051	1,659	167,840	252,713	252,713	-	125,321	50%
2900	OtherClassStaff	4,172	23,616	27,794	27,396	25,728	28,149	25,330	20,941	25,631	208,757	212,845	4,088	270,766	361,692	361,692	-	152,934	58%
<b>SUBTOTAL - Classified Salaries</b>		<b>14,755</b>	<b>58,550</b>	<b>39,473</b>	<b>38,824</b>	<b>37,081</b>	<b>40,842</b>	<b>37,457</b>	<b>32,452</b>	<b>36,716</b>	<b>336,149</b>	<b>341,896</b>	<b>5,747</b>	<b>438,606</b>	<b>614,405</b>	<b>614,405</b>	-	<b>278,255</b>	<b>55%</b>
<b>Employee Benefits</b>																			
3101	STRS	7,689	28,059	29,110	29,241	27,455	28,500	27,454	28,068	26,948	232,523	218,736	(13,787)	330,913	335,594	335,594	-	103,071	69%
3202	PERS	2,546	6,361	7,010	6,863	6,421	6,978	6,547	5,686	6,446	54,859	54,454	(405)	79,221	84,177	84,177	-	29,318	65%
3301	OASDI/Med	2,756	5,231	5,769	5,573	5,396	5,650	5,321	4,962	5,201	45,860	46,599	739	73,252	73,118	73,118	-	27,257	63%
3401	HlthWelfare	-	53,200	28,661	-	6,999	2,452	81,741	2,094	30,189	205,335	173,053	(32,282)	464,124	486,275	486,275	-	280,941	42%
3501	UnemployIns	-	285	-	282	261	-	0	323	49	1,200	828	(372)	1,533	1,533	1,533	-	333	78%
3601	WorkersCmp	5,338	1,779	1,779	1,779	1,779	-	1,779	1,779	3,558	19,570	17,462	(2,108)	29,331	27,642	27,642	-	8,072	71%
3701	Other Retirement	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3901	OthBenes	-	-	-	-	-	-	-	-	-	-	124	124	310	310	310	-	310	0%
<b>SUBTOTAL - Employee Benefits</b>		<b>18,329</b>	<b>94,916</b>	<b>72,329</b>	<b>43,738</b>	<b>48,311</b>	<b>43,580</b>	<b>122,842</b>	<b>42,913</b>	<b>72,390</b>	<b>559,347</b>	<b>511,256</b>	<b>(48,091)</b>	<b>978,684</b>	<b>1,008,649</b>	<b>1,008,649</b>	-	<b>449,302</b>	<b>55%</b>
<b>Books &amp; Supplies</b>																			
4100	Text&CoreCurric	-	50,219	(617)	7,032	-	-	571	-	-	57,205	66,923	9,718	25,000	81,500	81,500	-	24,295	70%
4200	BooksOthRefMats	-	-	-	-	-	-	-	-	-	-	-	-	5,000	-	-	-	-	-
4310	Ins Mats & Sups	-	1,742	533	2,142	706	2,771	1,307	928	374	10,503	25,629	15,126	30,000	60,072	51,572	(8,500)	41,069	20%
4315	OthrSupplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4320	Office Supplies	-	-	309	156	104	188	3,397	743	954	5,851	5,413	(438)	10,000	9,000	9,000	-	3,149	65%
4325	ProfDevMat&Sups	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4326	Arts&MusicSupps	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4335	PE Supplies	-	-	-	-	-	-	-	-	-	-	251	251	-	628	628	-	628	0%
4340	Educat Software	-	-	7,598	2,572	390	-	4,950	12,025	-	27,535	21,268	(6,267)	57,982	42,429	41,929	(500)	14,394	66%
4345	NonInstStdntSup	1,246	545	-	-	-	-	961	-	1,894	4,645	7,028	2,383	10,000	15,337	15,337	-	10,692	30%
4346	TeacherSupplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4350	Cust. Supplies	-	-	-	1,398	-	-	-	-	-	1,398	839	(559)	-	-	-	-	(1,398)	-
4351	Yearbook	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4390	Uniforms	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4400	NonCapEquip-Gen	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4410	ClsrmFrmEqp<5k	-	(396)	-	-	-	-	10,950	(0)	-	10,554	10,333	(222)	10,000	10,000	10,000	-	(554)	106%
4430	OfficeFurnEqp<5k	-	-	-	-	-	-	4,613	777	-	5,390	4,857	(533)	6,000	6,000	6,000	-	610	90%
4440	Computers <\$5k	-	-	-	-	-	-	139	-	-	139	4,334	4,194	15,625	10,625	10,625	-	10,486	1%
4460	Fixed Asset Suspense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4710	Food	-	(11)	-	-	-	-	-	-	-	(11)	(2)	9	247,340	-	11	11	23	-100%
4720	Food:Other Food	-	(578)	-	203	52	10	1,088	78	329	1,182	(1,641)	(2,822)	10,000	21,153	(4,859)	(26,011)	(6,040)	-24%
4990	Prior Year Exp	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4999	Misc Exp-Suspense	-	25,256	6,628	34,583	37,415	4,371	(36,910)	2,020	(33,939)	39,424	71,342	31,919	-	-	-	-	(39,424)	-
<b>SUBTOTAL - Books and Supplies</b>		<b>1,246</b>	<b>76,776</b>	<b>14,451</b>	<b>48,086</b>	<b>38,667</b>	<b>7,340</b>	<b>(8,934)</b>	<b>16,571</b>	<b>(30,389)</b>	<b>163,814</b>	<b>216,573</b>	<b>52,759</b>	<b>426,947</b>	<b>256,744</b>	<b>221,744</b>	<b>(35,000)</b>	<b>57,930</b>	<b>74%</b>

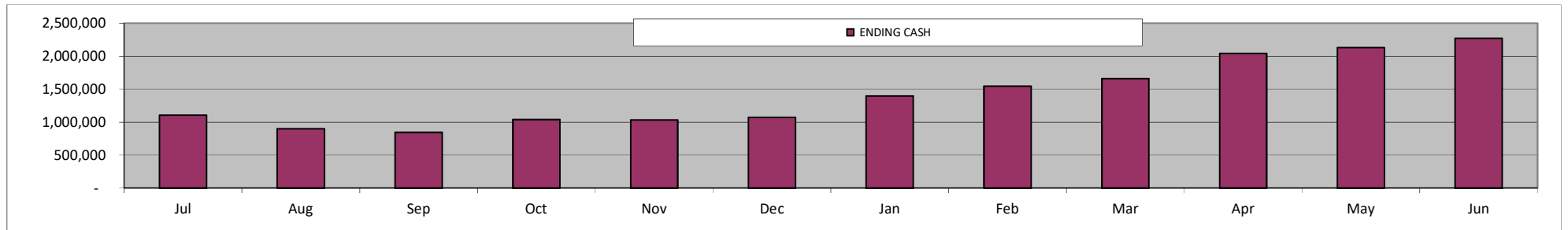
2018-19 Second Interim Budget Actuals through March 31, 2019)		Year To Date											Annual Budget							
		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Actual YTD	2nd Interim Budget YTD	Variance	Adopted July 1 Budget	2nd Interim Budget	Current Forecast	Change Since 2nd Interim	Second Interim Remaining	Actuals as % of Second Interim	
<b>MSA 2</b>																				
<b>Services &amp; Other Operating Expenses</b>																				
5101	CMO Fees	-	149,815	74,908	74,908	74,908	74,908	74,908	74,908	74,908	674,169	674,169	-	898,892	898,892	898,892	-	224,723	75%	
5205	Conference Fees	-	-	-	-	-	-	-	-	-	-	1,600	1,600	6,000	3,000	4,000	1,000	4,000	0%	
5210	MilesParkTolls	-	-	-	-	-	-	-	-	325	325	270	(55)	-	-	1,000	1,000	675	32%	
5215	TravConferences	-	-	-	-	-	21	-	-	-	21	612	592	2,500	1,500	1,500	-	1,479	1%	
5220	TraLodging	-	-	-	-	-	-	-	-	-	-	10,000	10,000	-	-	25,000	25,000	25,000	0%	
5300	DuesMemberships	-	1,020	-	-	-	4,380	-	-	-	5,400	5,640	240	6,000	6,000	6,000	-	600	90%	
5450	Other Insurance	5,816	1,939	1,939	2,143	1,939	-	1,939	1,939	3,878	21,532	18,201	(3,331)	27,746	27,746	27,746	-	6,214	78%	
5500	OpsHousekeeping	-	-	-	3,994	3,383	5,269	1,238	41	7,857	21,782	15,571	(6,211)	17,510	26,000	26,000	-	4,218	84%	
5510	Gas & Electric	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
5610	Rent & Leases	-	-	-	41,944	-	-	-	-	52,430	94,375	54,528	(39,847)	164,833	125,833	125,833	-	31,458	75%	
5620	EquipmentLeases	1,081	1,162	1,290	2,346	3,162	1,762	2,573	2,014	3,700	19,090	15,340	(3,750)	20,000	24,000	24,000	-	4,910	80%	
5630	Reps&MaintBldng	-	(742)	-	4,995	1,700	2,850	2,796	-	130	11,729	18,407	6,678	28,749	28,749	28,749	-	17,020	41%	
5800	ProfessServices	-	2,775	5,863	2,280	6,216	700	4,001	-	1,406	23,242	29,681	6,439	165,215	42,854	42,854	-	19,612	54%	
5810	Legal	-	9,278	2,860	-	-	-	-	-	-	12,138	15,283	3,145	20,000	20,000	20,000	-	7,863	61%	
5811	Property Tax	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
5813	SchPrgAftSchool	-	-	-	-	-	-	-	-	1,318	1,318	813	(505)	2,000	2,000	3,350	1,350	2,032	39%	
5814	SchPrgAcadComps	-	694	-	-	423	-	1,276	0	1,076	3,468	6,605	3,137	12,000	14,000	14,000	-	10,532	25%	
5819	SchlProgs-Other	-	(50)	3,990	-	109	-	1,008	1,950	-	7,007	10,003	2,996	10,000	10,372	19,372	9,000	12,365	36%	
5820	Audit & CPA	-	-	-	-	-	-	-	-	-	-	-	-	4,000	4,000	10,000	-	10,000	0%	
5825	DMSBusinessSvcs	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
5835	Field Trips	-	-	805	1,332	529	-	-	-	9,750	3,087	15,503	5,925	(9,578)	20,000	25,000	23,650	(1,350)	8,147	66%
5836	FieldTrip Trans	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
5840	MarkngStdtRecrt	-	-	-	-	-	3,200	-	3,182	-	6,382	4,647	(1,735)	20,000	10,000	10,000	-	3,618	64%	
5850	Oversight Fees	-	-	-	-	-	-	-	-	-	-	19,668	19,668	49,169	49,169	49,169	-	49,169	0%	
5857	Payroll Fees	-	-	-	-	-	-	1,833	1,080	(1,083)	1,831	8,021	6,190	21,000	17,300	17,300	-	15,469	11%	
5860	Service Fees	1,820	-	(1,809)	142	-	-	(0)	0	-	153	692	539	1,500	1,500	1,500	-	1,347	10%	
5861	Prior Year Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
5863	Prof Developmnt	-	-	-	1,135	105	-	204	3,900	-	5,345	5,044	(301)	11,442	15,342	14,342	(1,000)	8,997	37%	
5864	Prof Dev-Other	-	(1,077)	-	-	1,109	(0)	16,775	2,145	1,105	20,057	29,224	9,167	75,500	51,100	51,100	-	31,043	39%	
5869	SpEd Ctrct Inst	12,337	750	-	1,589	-	-	-	11,500	(374)	25,802	34,024	8,223	-	74,175	74,175	-	48,373	35%	
5872	SpEd Fees	-	-	-	-	-	-	-	-	-	-	4,859	4,859	-	12,147	12,147	-	12,147	0%	
5875	StaffRecruiting	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
5884	Substitutes	-	-	5,321	2,408	12,621	3,564	7,623	16,257	20,433	68,226	42,187	(26,038)	76,000	94,853	94,853	-	26,627	72%	
5890	OthSvcsNon-Inst	-	-	1,820	-	817	-	-	2,450	-	5,086	2,637	(2,450)	23,405	252,814	252,814	-	247,728	2%	
5900	Communications	-	-	-	-	-	-	2,886	-	-	2,886	3,732	846	4,635	5,000	5,000	-	2,114	58%	
5920	TelecomInternet	2,372	958	780	166	-	166	166	332	-	4,942	4,487	(455)	36,600	4,635	4,635	-	(307)	107%	
5930	PostageDelivery	-	1,569	-	1,604	-	-	-	-	134	3,307	4,650	1,343	7,000	7,000	7,000	-	3,693	47%	
5940	Technology	-	-	-	-	-	-	958	3,650	4,999	9,607	9,755	148	-	31,600	31,600	-	21,993	30%	
<b>SUBTOTAL - Services &amp; Operations</b>		<b>23,426</b>	<b>168,091</b>	<b>97,766</b>	<b>140,986</b>	<b>107,021</b>	<b>96,819</b>	<b>120,184</b>	<b>135,098</b>	<b>175,328</b>	<b>1,064,721</b>	<b>1,060,273</b>	<b>(4,448)</b>	<b>1,737,696</b>	<b>1,892,581</b>	<b>1,927,581</b>	<b>35,000</b>	<b>862,860</b>	<b>55%</b>	

2018-19 Second Interim Budget Actuals through March 31, 2019)		Year To Date											Annual Budget						
		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Actual YTD	2nd Interim Budget YTD	Variance	Adopted July 1 Budget	2nd Interim Budget	Current Forecast	Change Since 2nd Interim	Second Interim Remaining	Actuals as % of Second Interim
<b>MSA 2</b>																			
<b>Capital Outlay &amp; Depreciation</b>																			
6100	Site Imp (Pre-Capitalization)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6400	EquipFixed	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6900	Depreciation	-	-	-	23,161	-	-	-	-	28,952	52,113	23,161	(28,952)	69,484	69,484	69,484	-	17,371	75%
<b>SUBTOTAL - Cap Outlay &amp; Dep.</b>		-	-	-	23,161	-	-	-	-	28,952	52,113	23,161	(28,952)	69,484	69,484	69,484	-	17,371	75%
<b>Other Outflows</b>																			
7299	Encroachment	-	-	-	-	-	-	-	-	-	-	-	-	12,147	-	-	-	-	-
7438	InterestExpense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>SUBTOTAL - Other Outflows</b>		-	-	-	-	-	-	-	-	-	-	-	-	12,147	-	-	-	-	-
<b>TOTAL EXPENDITURES</b>		170,510	570,987	414,679	474,705	408,604	363,793	440,736	399,591	448,836	3,692,442	3,683,946	(8,496)	5,829,868	5,906,605	5,906,605	-	2,214,164	63%

**Monthly Update - 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	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	BUDGET	BUDGET	BUDGET	BUDGET	
<b>BEGINNING CASH</b>	<b>1,094,844</b>	<b>1,105,744</b>	<b>900,319</b>	<b>843,319</b>	<b>1,038,950</b>	<b>1,032,618</b>	<b>1,072,038</b>	<b>1,396,976</b>	<b>1,546,213</b>	<b>1,661,063</b>	<b>2,042,390</b>	<b>2,130,457</b>	<b>2,269,666</b>	
<b>Revenue</b>														
LCFF Entitlement	63,824	283,685	241,136	539,504	365,965	365,965	539,505	429,789	431,554	604,406	430,866	430,866	(48,162)	<b>4,678,900</b>
Federal Revenue	-	-	-	-	56,269	-	96,574	11,351	6,904	96,574	-	-	42,642	<b>310,314</b>
Other State Revenues	10,929	-	30,601	19,672	19,672	32,026	45,612	56,940	36,458	53,145	30,000	81,141	89,718	<b>505,915</b>
Other Local Revenues	0	3,736	1,341	4,874	4,897	-	8,327	42,163	7,861	38,582	38,582	38,582	(121,898)	<b>67,046</b>
<b>Total Revenue</b>	<b>74,753</b>	<b>287,421</b>	<b>273,078</b>	<b>564,050</b>	<b>446,803</b>	<b>397,991</b>	<b>690,018</b>	<b>540,242</b>	<b>482,777</b>	<b>792,707</b>	<b>499,448</b>	<b>550,589</b>	<b>(37,701)</b>	<b>5,562,175</b>
<b>Expenses</b>														
Certificated Salaries	112,754	172,654	190,660	179,910	177,524	175,212	169,187	172,558	165,839	176,442	176,442	176,442	4,630	<b>2,050,254</b>
Classified Salaries	14,755	58,550	39,473	38,824	37,081	40,842	37,457	32,452	36,716	37,457	37,457	37,457	160,136	<b>608,657</b>
Benefits	18,329	94,916	72,329	43,738	48,311	43,580	122,842	42,913	72,390	33,606	33,606	33,606	396,576	<b>1,056,740</b>
Books and Supplies	1,246	76,776	14,451	48,086	38,667	7,340	(8,934)	16,571	(30,389)	19,471	19,471	19,471	(53,241)	<b>168,985</b>
Services and Operations	23,426	168,091	97,766	140,986	107,021	96,819	120,184	135,098	175,328	152,990	152,990	152,990	408,339	<b>1,932,029</b>
Depreciation / Cap Outlay	-	-	-	23,161	-	-	-	-	28,952	-	-	-	46,323	<b>98,436</b>
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>	<b>170,510</b>	<b>570,987</b>	<b>414,679</b>	<b>474,705</b>	<b>408,604</b>	<b>363,793</b>	<b>440,736</b>	<b>399,591</b>	<b>448,836</b>	<b>419,966</b>	<b>419,966</b>	<b>419,966</b>	<b>962,763</b>	<b>5,915,101</b>
<b>Other Transactions Affecting Cash</b>														
Revenues - Prior Year Accruals	322,166	109,405	26,315	34,925	365	-	-	-	-	-	-	-	-	<b>493,176</b>
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	-	<b>42,151</b>
Due To (From)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Expenses - Prior Year Accruals	(221,720)	(29,866)	-	-	-	-	-	-	-	-	-	-	-	<b>(251,586)</b>
Accounts Payable - Current Year	-	(7,610)	52,074	41,988	(53,482)	(3,363)	67,071	-	72,324	-	-	-	-	<b>169,001</b>
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	-	<b>74,544</b>
Loans Payable (Current)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Loans Payable (Long Term)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Other Transactions</b>	<b>106,658</b>	<b>78,141</b>	<b>84,601</b>	<b>106,286</b>	<b>(44,532)</b>	<b>5,223</b>	<b>75,656</b>	<b>8,586</b>	<b>80,910</b>	<b>8,586</b>	<b>8,586</b>	<b>8,586</b>	-	<b>527,285</b>
<b>Total Change in Cash</b>	<b>10,900</b>	<b>(205,426)</b>	<b>(57,000)</b>	<b>195,631</b>	<b>(6,332)</b>	<b>39,420</b>	<b>324,939</b>	<b>149,237</b>	<b>114,850</b>	<b>381,327</b>	<b>88,068</b>	<b>139,209</b>	-	<b>174,358</b>

<b>ENDING CASH</b>	<b>1,105,744</b>	<b>900,319</b>	<b>843,319</b>	<b>1,038,950</b>	<b>1,032,618</b>	<b>1,072,038</b>	<b>1,396,976</b>	<b>1,546,213</b>	<b>1,661,063</b>	<b>2,042,390</b>	<b>2,130,457</b>	<b>2,269,666</b>
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## MSA-3 Executive Summary

### SUMMARY OF RESULTS

This latest Current Forecast update projects a budget deficit of (\$319,752).

This is an decrease of \$0 from the original Second Interim Budget projected deficit of (\$319,752).

This will allow MSA-3 to end this fiscal year with a balance of \$743,965, which is 11.2% 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 \$459,260, which represents 25 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 Second Interim = decrease of \$0, or 0.0% of Second Interim revenues)

**LCFF Entitlement:** These "Local Control Funding Formula" revenues are the primary funding source for the school.

LCFF Entitlement projected revenues are \$0 lower than in the Second Interim, due to average daily attendance (ADA) decreasing by 0.

**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 \$0 lower than in the Second Interim, due to removal of NSLP revenue and updates to ESSA funding amounts.

**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 \$0 lower than in the Second Interim, primarily due to a changes in one-time funding levels.

**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 Second Interim, reflecting updated projections of fundraising and other local revenue.

### SIGNIFICANT CHANGES IN EXPENSES (Total change from Second Interim = decrease of \$0, or 0.0% of Second Interim expenses)

**Salaries and Benefits:** This includes all employee pay, plus benefits such as retirement, healthcare, Medicare, Social Security, etc.

Salaries and Benefits costs are (\$10,000) lower than in the Second Interim, 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 \$12,000 higher than in the Second Interim, due primarily to removal of Lunch Program costs (Object 4710).

**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 (\$2,000) lower than in the Second Interim, due primarily to adding back in the Prop 39 Energy Projects.

**Depreciation, Capital Outlay, and Other Outgo:** This category includes depreciation on fixed assets and interest on long-term debt.

These costs are projected at \$0 lower than in the Second Interim, reflecting stable depreciation and capital outlay projections.



2018-19 Second Interim Budget Actuals through March 31, 2019)	Year To Date												Annual Budget					
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Actual YTD	2nd Interim Budget YTD	Variance	Adopted July 1 Budget	2nd Interim Budget	Current Forecast	Change Since 2nd Interim	Second Interim Remaining	Actuals as % of Second Interim
<b>MSA 3</b>																		
Projected Average Daily Attendance:														489	489	-		
<b>SUMMARY</b>																		
<b>Revenue</b>																		
LCFF Entitlement	63,914	279,907	237,298	530,517	358,961	358,961	531,553	422,875	698,206	3,482,194	3,470,998	11,196	4,907,330	5,237,289	5,237,289	-	1,755,095	66%
Federal Revenue	-	-	-	1,036	46,844	-	96,246	11,368	1,050	156,544	166,876	(10,332)	473,723	271,573	271,573	-	115,029	58%
Other State Revenues	10,948	-	80,655	19,707	93,309	32,285	72,984	56,983	78,297	445,168	366,563	78,605	656,427	705,630	705,630	-	260,462	63%
Other Local Revenues	500	1,072	1,490	1,201	3,889	1,345	22,964	40,920	1,767	75,148	104,689	(29,541)	58,869	106,919	106,919	-	31,771	70%
<b>Total Revenue</b>	<b>75,362</b>	<b>280,979</b>	<b>319,443</b>	<b>552,462</b>	<b>503,003</b>	<b>392,591</b>	<b>723,748</b>	<b>532,146</b>	<b>779,319</b>	<b>4,159,054</b>	<b>4,109,127</b>	<b>49,927</b>	<b>6,096,349</b>	<b>6,321,411</b>	<b>6,321,411</b>	<b>-</b>	<b>2,162,357</b>	<b>66%</b>
<b>Expenditures</b>																		
Certificated Salaries	102,550	171,817	163,609	167,236	150,421	163,239	158,558	164,014	157,247	1,398,691	1,377,699	20,991	2,018,348	2,076,799	2,066,799	(10,000)	668,108	68%
Classified Salaries	50,923	49,722	54,572	63,889	58,563	56,307	54,719	55,209	53,931	497,834	480,948	16,887	493,048	626,277	626,277	-	128,443	79%
Benefits	29,878	85,914	46,486	100,737	47,047	44,740	118,072	44,906	53,771	571,550	538,715	32,835	888,593	964,699	964,699	-	393,149	59%
Books and Supplies	2,932	355	29,129	24,920	75,888	11,310	(8,569)	19,781	(5,117)	150,629	171,817	(21,187)	386,564	228,258	240,258	12,000	89,629	63%
Services and Operating Exp.	101,302	106,848	275,002	180,154	116,933	127,831	142,358	190,042	132,661	1,373,130	1,373,583	(453)	2,130,019	2,661,326	2,659,326	(2,000)	1,286,195	52%
Depreciation & Cap Outlay	-	-	-	33,098	7,264	-	-	21,268	5,317	66,946	80,724	(13,778)	63,804	83,804	83,804	-	16,858	80%
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	11,720	-	-	-	-	-
<b>Total Expenditures</b>	<b>287,585</b>	<b>414,655</b>	<b>568,798</b>	<b>570,033</b>	<b>456,115</b>	<b>403,426</b>	<b>465,138</b>	<b>495,220</b>	<b>397,810</b>	<b>4,058,781</b>	<b>4,023,486</b>	<b>35,295</b>	<b>5,992,096</b>	<b>6,641,163</b>	<b>6,641,163</b>	<b>-</b>	<b>2,582,383</b>	<b>61%</b>
<b>Net Revenues</b>										<b>100,273</b>	<b>85,641</b>	<b>14,633</b>	<b>104,253</b>	<b>(319,752)</b>	<b>(319,752)</b>	<b>-</b>	<b>(420,026)</b>	
<b>Fund Balance</b>																		
Beginning Balance (Audited)															1,063,717			
Net Revenues															(319,752)			
<b>Ending Fund Balance</b>															<b>743,965</b>			



2018-19 Second Interim Budget Actuals through March 31, 2019)		Year To Date											Annual Budget						
		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Actual YTD	2nd Interim Budget YTD	Variance	Adopted July 1 Budget	2nd Interim Budget	Current Forecast	Change Since 2nd Interim	Second Interim Remaining	Actuals as % of Second Interim
<b>MSA 3</b>																			
<b>REVENUE DETAIL</b>																			
<b>LCFF Entitlement</b>																			
8011	State Aid	-	152,080	152,080	272,707	273,743	273,743	273,743	273,743	332,137	2,003,976	1,957,982	(45,995)	3,324,404	3,353,289	3,353,289	-	1,349,313	60%
8012	EPA Entitlement	-	-	-	172,592	-	-	172,592	-	235,955	581,139	595,184	14,045	572,645	703,828	703,828	-	122,689	83%
8019	Prior Year Adjustments	-	-	-	-	-	-	-	-	78	78	-	(78)	-	-	-	-	(78)	-
8096	InLieuPropTaxes	63,914	127,827	85,218	85,218	85,218	85,218	85,218	149,132	130,036	897,001	917,833	20,832	1,010,281	1,180,172	1,180,172	-	283,171	76%
<b>SUBTOTAL - LCFF Entitlement</b>		<b>63,914</b>	<b>279,907</b>	<b>237,298</b>	<b>530,517</b>	<b>358,961</b>	<b>358,961</b>	<b>531,553</b>	<b>422,875</b>	<b>698,206</b>	<b>3,482,194</b>	<b>3,470,998</b>	<b>(11,196)</b>	<b>4,907,330</b>	<b>5,237,289</b>	<b>5,237,289</b>	<b>-</b>	<b>1,755,095</b>	<b>66%</b>
<b>Federal Revenue</b>																			
8181	SpEd - Revenue	-	-	-	-	-	-	-	-	-	-	22,750	22,750	56,875	56,875	56,875	-	56,875	0%
8220	SchLunchFederal	-	-	-	-	-	-	-	-	-	-	-	-	210,830	-	-	-	-	-
8290	All Other Federal Revenue	-	-	-	1,036	46,844	-	96,246	11,368	1,050	156,544	144,126	(12,418)	206,018	214,698	214,698	-	58,154	73%
<b>SUBTOTAL - Federal Revenue</b>		<b>-</b>	<b>-</b>	<b>-</b>	<b>1,036</b>	<b>46,844</b>	<b>-</b>	<b>96,246</b>	<b>11,368</b>	<b>1,050</b>	<b>156,544</b>	<b>166,876</b>	<b>10,332</b>	<b>473,723</b>	<b>271,573</b>	<b>271,573</b>	<b>-</b>	<b>115,029</b>	<b>58%</b>
<b>Other State Revenue</b>																			
8311	SpEd Revenue	10,948	-	30,655	19,707	19,707	19,707	19,707	-	49,988	170,419	175,602	5,183	239,041	308,346	308,346	-	137,927	55%
8520	SchoolNtrState	-	-	-	-	-	-	-	-	-	-	-	-	19,643	-	-	-	-	-
8550	MandCstReimburs	-	-	-	-	-	12,578	-	29,263	-	41,841	12,578	(29,263)	163,990	93,834	93,834	-	51,993	45%
8560	StateLotteryRev	-	-	-	-	-	-	25,816	-	-	207,092	25,816	-	88,839	88,839	88,839	-	63,023	29%
8590	AllOthStateRev	-	-	50,000	-	73,602	-	27,461	27,720	28,309	207,092	152,567	(54,525)	144,914	214,611	214,611	-	7,519	96%
<b>SUBTOTAL - Other State Revenue</b>		<b>10,948</b>	<b>-</b>	<b>80,655</b>	<b>19,707</b>	<b>93,309</b>	<b>32,285</b>	<b>72,984</b>	<b>56,983</b>	<b>78,297</b>	<b>445,168</b>	<b>366,563</b>	<b>(78,605)</b>	<b>656,427</b>	<b>705,630</b>	<b>705,630</b>	<b>-</b>	<b>260,462</b>	<b>63%</b>
<b>Local Revenue</b>																			
8600	Other Local Revenue	-	-	-	-	-	-	-	31,024	-	31,024	60,000	28,976	-	32,224	32,224	-	1,200	96%
8634	StudentLunchFee	-	-	-	-	-	-	-	-	-	-	-	-	4,270	-	-	-	-	-
8650	Leases & Rentals	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8660	Interest	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8698	OthRev-Suspense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8699	Other Revenue	500	1,072	-	2,691	938	1,038	24,465	11,483	1,937	44,124	42,932	(1,192)	54,599	74,695	74,695	-	30,571	59%
8701	CMO Fee - MSA-1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8702	CMO Fee - MSA-2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8703	CMO Fee - MSA-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8704	CMO Fee - MSA-4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8705	CMO Fee - MSA-5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8706	CMO Fee - MSA-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8707	CMO Fee - MSA-7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8708	CMO Fee - MSA-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8709	CMO Fee - MSA-SA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8712	CMO Fee - MSA-SD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8791	SpEd Revenue (Local)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8802	Private Donations/Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8803	Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8999	Revenues-Susp	-	-	1,490	(1,490)	2,951	307	(1,501)	(1,587)	(170)	-	1,757	1,757	-	-	-	-	-	-
<b>SUBTOTAL - Local Revenue</b>		<b>500</b>	<b>1,072</b>	<b>1,490</b>	<b>1,201</b>	<b>3,889</b>	<b>1,345</b>	<b>22,964</b>	<b>40,920</b>	<b>1,767</b>	<b>75,148</b>	<b>104,689</b>	<b>29,541</b>	<b>58,869</b>	<b>106,919</b>	<b>106,919</b>	<b>-</b>	<b>31,771</b>	<b>70%</b>
<b>TOTAL REVENUE</b>		<b>75,362</b>	<b>280,979</b>	<b>319,443</b>	<b>552,462</b>	<b>503,003</b>	<b>392,591</b>	<b>723,748</b>	<b>532,146</b>	<b>779,319</b>	<b>4,159,054</b>	<b>4,109,127</b>	<b>(49,927)</b>	<b>6,096,349</b>	<b>6,321,411</b>	<b>6,321,411</b>	<b>-</b>	<b>2,162,357</b>	<b>66%</b>

2018-19 Second Interim Budget Actuals through March 31, 2019)		Year To Date											Annual Budget						
		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Actual YTD	2nd Interim Budget YTD	Variance	Adopted July 1 Budget	2nd Interim Budget	Current Forecast	Change Since 2nd Interim	Second Interim Remaining	Actuals as % of Second Interim
<b>MSA 3</b>																			
<b>EXPENDITURES DETAIL</b>																			
<b>Certificated Salaries</b>																			
1100	TeacherSalaries	51,469	125,909	129,197	130,424	126,533	126,527	127,605	125,443	122,535	1,065,641	1,073,208	7,566	1,681,876	1,621,936	1,621,936	-	556,294	66%
1300	Cert Adminis	51,081	45,908	34,412	36,812	23,888	36,712	30,953	38,571	34,712	333,049	304,492	(28,557)	336,472	454,863	444,863	(10,000)	111,814	75%
<b>SUBTOTAL - Certificated Salaries</b>		<b>102,550</b>	<b>171,817</b>	<b>163,609</b>	<b>167,236</b>	<b>150,421</b>	<b>163,239</b>	<b>158,558</b>	<b>164,014</b>	<b>157,247</b>	<b>1,398,691</b>	<b>1,377,699</b>	<b>(20,991)</b>	<b>2,018,348</b>	<b>2,076,799</b>	<b>2,066,799</b>	<b>(10,000)</b>	<b>668,108</b>	<b>68%</b>
<b>Classified Salaries</b>																			
2400	Clerical & Tech	20,247	16,615	18,944	23,500	17,901	19,109	21,632	22,778	22,557	183,282	181,211	(2,070)	164,833	189,254	189,254	-	5,972	97%
2900	OtherClassStaff	30,677	33,107	35,629	40,389	40,662	37,198	33,087	32,431	31,374	314,552	299,736	(14,816)	328,215	437,023	437,023	-	122,471	72%
<b>SUBTOTAL - Classified Salaries</b>		<b>50,923</b>	<b>49,722</b>	<b>54,572</b>	<b>63,889</b>	<b>58,563</b>	<b>56,307</b>	<b>54,719</b>	<b>55,209</b>	<b>53,931</b>	<b>497,834</b>	<b>480,948</b>	<b>(16,887)</b>	<b>493,048</b>	<b>626,277</b>	<b>626,277</b>	<b>-</b>	<b>128,443</b>	<b>79%</b>
<b>Employee Benefits</b>																			
3101	STRS	10,231	26,112	26,587	27,924	26,805	26,539	25,655	26,653	25,563	222,068	217,026	(5,042)	308,115	340,002	340,002	-	117,934	65%
3202	PERS	8,135	8,539	8,802	9,222	7,063	9,084	9,460	9,065	8,747	78,118	69,672	(8,446)	89,054	101,534	101,534	-	23,416	77%
3301	OASDI/Med	5,380	6,925	6,533	6,995	6,381	6,660	6,376	6,587	6,390	58,227	53,368	(4,859)	74,781	78,520	78,520	-	20,293	74%
3401	HlthWelfare	-	41,889	2,509	54,252	4,308	2,458	74,523	-	7,156	187,095	179,939	(7,156)	386,892	414,892	414,892	-	227,797	45%
3501	UnemployIns	-	383	-	296	446	-	-	550	51	1,726	1,125	(601)	1,473	2,473	2,473	-	747	70%
3601	WorkersCmp	6,132	2,044	2,044	2,044	2,044	-	2,044	2,044	5,864	24,260	17,559	(6,701)	28,278	27,278	27,278	-	3,018	89%
3701	Other Retirement	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3901	OthBenes	-	22	10	3	-	-	14	7	-	56	27	(29)	-	-	-	-	(56)	-
<b>SUBTOTAL - Employee Benefits</b>		<b>29,878</b>	<b>85,914</b>	<b>46,486</b>	<b>100,737</b>	<b>47,047</b>	<b>44,740</b>	<b>118,072</b>	<b>44,906</b>	<b>53,771</b>	<b>571,550</b>	<b>538,715</b>	<b>(32,835)</b>	<b>888,593</b>	<b>964,699</b>	<b>964,699</b>	<b>-</b>	<b>393,149</b>	<b>59%</b>
<b>Books &amp; Supplies</b>																			
4100	Text&CoreCurric	-	-	416	-	18,761	0	1,489	283	-	20,948	27,184	6,235	25,000	38,244	37,244	(1,000)	16,296	56%
4200	BooksOthRefMats	-	-	-	-	-	-	-	-	-	-	1,600	1,600	4,000	4,000	4,000	-	4,000	0%
4310	Ins Mats & Sups	-	-	4,229	28	-	4,832	-	4,063	635	13,787	36,862	23,075	26,500	73,219	83,219	10,000	69,432	17%
4315	OthSupplies	-	-	-	-	-	-	-	1,750	-	1,750	900	(850)	-	4,000	4,000	-	2,250	44%
4320	Office Supplies	-	(1,978)	153	1,524	330	(0)	5,016	(3,743)	170	1,472	8,857	7,385	11,000	11,000	11,000	-	9,528	13%
4325	ProfDevMat&Sups	-	-	-	-	-	-	-	-	-	-	200	200	500	500	500	-	500	0%
4326	Arts&MusicSupps	-	-	-	-	-	-	-	146	-	146	542	395	1,500	1,500	1,500	-	1,354	10%
4335	PE Supplies	-	-	-	-	-	-	-	-	-	-	800	800	2,000	2,000	2,000	-	2,000	0%
4340	Educat Software	-	563	14,049	12,383	16,234	-	(4,795)	12,025	1,237	51,694	40,808	(10,886)	54,310	57,633	57,633	-	5,939	90%
4345	NonInstStdntSup	447	-	2,332	2,694	17	-	0	(0)	-	5,490	6,654	1,164	7,000	8,400	8,400	-	2,910	65%
4346	TeacherSupplies	-	-	168	-	55	-	-	-	105	327	491	164	1,000	1,000	1,000	-	673	33%
4350	Cust. Supplies	-	-	197	-	-	-	-	-	-	197	238	41	300	300	300	-	103	66%
4351	Yearbook	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4390	Uniforms	-	-	-	-	-	-	-	-	-	-	200	200	500	500	500	-	500	0%
4400	NonCapEquip-Gen	-	-	-	-	-	-	-	-	-	-	2,328	2,328	7,120	5,820	5,820	-	5,820	0%
4410	ClssrmFrmEqp<5k	-	-	-	-	-	-	-	-	-	-	520	520	1,300	1,300	1,300	-	1,300	0%
4430	OfficeFurnEqp<5k	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4440	Computers <\$5k	2,485	-	-	-	-	-	(0)	0	-	2,485	5,332	2,847	6,602	6,602	9,602	3,000	7,117	26%
4460	Fixed Asset Suspense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4710	Food	-	-	-	-	-	-	-	-	-	-	-	-	230,992	-	-	-	-	-
4720	Food:Other Food	-	-	-	361	158	-	-	2,431	-	2,950	4,235	1,285	8,240	12,240	12,240	-	9,290	24%
4990	Prior Year Exp	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4999	Misc Exp-Suspense	-	1,771	7,587	7,931	40,333	6,477	(10,279)	2,826	(7,264)	49,382	34,067	(15,315)	-	-	-	-	(49,382)	-
<b>SUBTOTAL - Books and Supplies</b>		<b>2,932</b>	<b>355</b>	<b>29,129</b>	<b>24,920</b>	<b>75,888</b>	<b>11,310</b>	<b>(8,569)</b>	<b>19,781</b>	<b>(5,117)</b>	<b>150,629</b>	<b>171,817</b>	<b>21,187</b>	<b>386,564</b>	<b>228,258</b>	<b>240,258</b>	<b>12,000</b>	<b>89,629</b>	<b>63%</b>



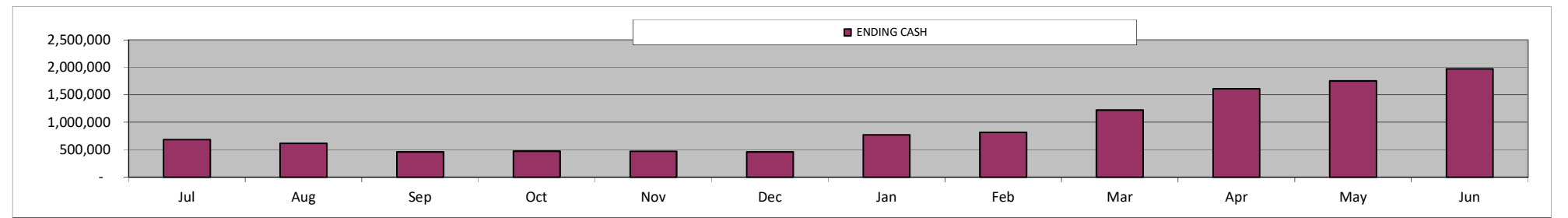
2018-19 Second Interim Budget Actuals through March 31, 2019)		Year To Date											Annual Budget						
		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Actual YTD	2nd Interim Budget YTD	Variance	Adopted July 1 Budget	2nd Interim Budget	Current Forecast	Change Since 2nd Interim	Second Interim Remaining	Actuals as % of Second Interim
<b>MSA 3</b>																			
<b>Services &amp; Other Operating Expenses</b>																			
5101	CMO Fees	82,592	82,592	82,592	82,592	82,592	82,592	82,592	82,592	82,592	743,328	677,254	(66,074)	991,104	991,104	991,104	-	247,776	75%
5205	Conference Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5210	MilesParkTolls	-	-	30	-	-	9	-	-	139	177	865	688	2,244	2,244	2,244	-	2,067	8%
5215	TravConferences	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5220	TraLodging	-	-	-	-	-	-	649	-	-	649	1,925	1,276	515	840	3,840	3,000	3,191	17%
5300	DuesMemberships	-	-	3,273	-	-	5,060	-	-	-	8,333	9,120	787	10,300	10,300	10,300	-	1,967	81%
5450	Other Insurance	5,553	1,851	1,851	1,851	1,851	-	1,851	1,851	3,702	20,361	17,787	(2,574)	27,808	27,808	27,808	-	7,447	73%
5500	OpsHousekeeping	-	-	112	-	179	-	-	-	-	292	2,235	1,943	5,150	5,150	5,150	-	4,858	6%
5510	Gas & Electric	1,102	-	(1,102)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5610	Rent & Leases	2,101	-	82,392	26,061	1,972	-	-	533	456	113,515	112,526	(989)	405,200	405,200	405,200	-	291,685	28%
5620	EquipmentLeases	2,237	1,413	1,045	2,793	1,321	643	1,132	1,787	1,668	14,039	12,848	(1,191)	16,068	16,068	20,068	4,000	6,029	70%
5630	Reps&MaintBldng	-	-	-	1,921	-	-	-	-	-	1,921	1,921	-	13,905	7,905	7,905	-	5,984	24%
5800	ProfessServices	-	10,000	5,535	11,268	-	-	(0)	5,625	1,645	34,072	26,802	(7,270)	167,268	55,405	52,405	(3,000)	18,332	65%
5810	Legal	1,919	-	2,408	66,500	-	4,182	5,900	441	2,463	83,813	92,709	8,896	35,000	168,972	168,972	-	85,159	50%
5811	Property Tax	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5813	SchPrgAftSchool	-	-	22,647	22,647	11,323	11,323	11,323	11,323	11,323	101,911	101,911	-	113,234	113,234	113,234	-	11,323	90%
5814	SchPrgAcadComps	-	-	225	500	164	-	0	(0)	-	889	889	-	2,000	2,000	2,000	-	1,111	44%
5819	SchlProgs-Other	-	7,650	2,595	-	1,802	1,223	345	(2,431)	524	11,708	14,306	2,597	20,000	16,750	16,750	-	5,042	70%
5820	Audit & CPA	-	-	-	-	-	-	-	-	-	-	-	-	10,313	10,313	10,313	-	10,313	0%
5825	DMSBusinessSvcs	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5835	Field Trips	2,885	-	986	1,767	2,468	1,174	904	10,968	1,048	22,199	11,991	(10,208)	20,000	36,120	36,120	-	13,921	61%
5836	FieldTrip Trans	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5840	MarkngStdtRecrt	-	225	1,064	(520)	1,100	-	-	1,000	600	3,469	1,869	(1,600)	10,000	10,000	10,000	-	6,531	35%
5850	Oversight Fees	-	-	44,591	(44,591)	-	-	-	-	-	-	-	-	49,073	49,073	49,073	-	49,073	0%
5857	Payroll Fees	-	-	-	-	-	-	997	(1,267)	1,647	1,377	2,992	1,615	25,714	26,014	26,014	-	24,637	5%
5860	Service Fees	1,970	-	(1,959)	1,076	-	-	-	-	-	1,087	1,087	-	515	2,515	2,515	-	1,428	43%
5861	Prior Year Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5863	Prof Developmnt	-	-	2,200	610	325	-	798	2,331	421	6,685	19,244	12,559	15,000	44,963	44,963	-	38,278	15%
5864	Prof Dev-Other	-	-	3,500	(3,160)	420	360	75	6,447	3,588	11,230	6,703	(4,527)	30,000	29,000	25,000	(4,000)	13,770	45%
5869	SpEd Ctrct Inst	-	-	1,133	-	-	-	9,345	7,350	12,436	30,264	45,898	15,635	-	118,815	118,815	-	88,551	25%
5872	SpEd Fees	-	-	-	-	-	-	-	-	-	-	4,688	4,688	-	11,720	11,720	-	11,720	0%
5875	StaffRecruiting	-	-	-	-	-	-	-	-	-	-	124	124	309	309	309	-	309	0%
5884	Substitutes	-	-	12,787	5,716	9,708	21,265	12,926	48,600	4,520	115,522	162,402	46,880	77,000	162,862	162,862	-	47,340	71%
5890	OthSvcsNon-Inst	-	-	1,970	972	-	-	9,995	2,445	-	15,383	12,937	(2,445)	15,450	268,789	268,789	-	253,407	6%
5900	Communications	-	1,075	-	-	-	-	766	-	-	1,841	2,735	894	9,962	4,075	4,075	-	2,234	45%
5920	TelecomInternet	944	2,042	4,584	2,151	1,205	-	1,776	3,422	3,410	19,534	14,293	(5,241)	49,991	23,512	23,512	-	3,978	83%
5930	PostageDelivery	-	-	543	-	504	-	504	-	-	1,550	3,688	2,139	6,896	6,896	6,896	-	5,346	22%
5940	Technology	-	-	-	-	-	-	479	7,024	479	7,982	9,834	1,852	-	33,370	31,370	(2,000)	23,388	25%
<b>SUBTOTAL - Services &amp; Operations</b>		<b>101,302</b>	<b>106,848</b>	<b>275,002</b>	<b>180,154</b>	<b>116,933</b>	<b>127,831</b>	<b>142,358</b>	<b>190,042</b>	<b>132,661</b>	<b>1,373,130</b>	<b>1,373,583</b>	<b>453</b>	<b>2,130,019</b>	<b>2,661,326</b>	<b>2,659,326</b>	<b>(2,000)</b>	<b>1,286,195</b>	<b>52%</b>

2018-19 Second Interim Budget Actuals through March 31, 2019)		Year To Date											Annual Budget						
		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Actual YTD	2nd Interim Budget YTD	Variance	Adopted July 1 Budget	2nd Interim Budget	Current Forecast	Change Since 2nd Interim	Second Interim Remaining	Actuals as % of Second Interim
<b>MSA 3</b>																			
<b>Capital Outlay &amp; Depreciation</b>																			
6100	Site Imp (Pre-Capitalization)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6400	EquipFixed	-	-	-	11,829	7,264	-	-	-	-	19,093	19,456	363	-	20,000	20,000	-	907	95%
6900	Depreciation	-	-	-	21,268	-	-	-	21,268	5,317	47,853	61,268	13,415	63,804	63,804	63,804	-	15,951	75%
<b>SUBTOTAL - Cap Outlay &amp; Dep.</b>		-	-	-	<b>33,098</b>	<b>7,264</b>	-	-	<b>21,268</b>	<b>5,317</b>	<b>66,946</b>	<b>80,724</b>	<b>13,778</b>	<b>63,804</b>	<b>83,804</b>	<b>83,804</b>	-	<b>16,858</b>	<b>80%</b>
<b>Other Outflows</b>																			
7299	Encroachment	-	-	-	-	-	-	-	-	-	-	-	-	11,720	-	-	-	-	-
7438	InterestExpense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>SUBTOTAL - Other Outflows</b>		-	-	-	-	-	-	-	-	-	-	-	-	<b>11,720</b>	-	-	-	-	-
<b>TOTAL EXPENDITURES</b>		<b>287,585</b>	<b>414,655</b>	<b>568,798</b>	<b>570,033</b>	<b>456,115</b>	<b>403,426</b>	<b>465,138</b>	<b>495,220</b>	<b>397,810</b>	<b>4,058,781</b>	<b>4,023,486</b>	<b>(35,295)</b>	<b>5,992,096</b>	<b>6,641,163</b>	<b>6,641,163</b>	-	<b>2,582,383</b>	<b>61%</b>

**Monthly Update - 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	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	BUDGET	BUDGET	BUDGET	BUDGET	
<b>BEGINNING CASH</b>	<b>740,137</b>	<b>685,675</b>	<b>618,049</b>	<b>459,260</b>	<b>473,250</b>	<b>469,275</b>	<b>459,609</b>	<b>769,503</b>	<b>816,544</b>	<b>1,223,355</b>	<b>1,609,929</b>	<b>1,751,251</b>	<b>1,973,829</b>	
<b>Revenue</b>														
LCFF Entitlement	63,914	279,907	237,298	530,517	358,961	358,961	531,553	422,875	698,206	657,592	485,000	485,000	138,699	5,248,485
Federal Revenue	-	-	-	1,036	46,844	-	96,246	11,368	1,050	58,219	11,375	11,375	23,728	261,241
Other State Revenues	10,948	-	80,655	19,707	93,309	32,285	72,984	56,983	78,297	53,402	27,585	108,841	149,239	784,235
Other Local Revenues	500	1,072	1,490	1,201	3,889	1,345	22,964	40,920	1,767	36,114	36,114	36,114	(106,113)	77,378
<b>Total Revenue</b>	<b>75,362</b>	<b>280,979</b>	<b>319,443</b>	<b>552,462</b>	<b>503,003</b>	<b>392,591</b>	<b>723,748</b>	<b>532,146</b>	<b>779,319</b>	<b>805,327</b>	<b>560,075</b>	<b>641,331</b>	<b>205,553</b>	<b>6,371,338</b>
<b>Expenses</b>														
Certificated Salaries	102,550	171,817	163,609	167,236	150,421	163,239	158,558	164,014	157,247	150,135	150,135	150,135	238,694	2,087,790
Classified Salaries	50,923	49,722	54,572	63,889	58,563	56,307	54,719	55,209	53,931	46,126	46,126	46,126	6,951	643,164
Benefits	29,878	85,914	46,486	100,737	47,047	44,740	118,072	44,906	53,771	32,921	32,921	32,921	327,220	997,533
Books and Supplies	2,932	355	29,129	24,920	75,888	11,310	(8,569)	19,781	(5,117)	17,926	17,926	17,926	14,664	219,071
Services and Operations	101,302	106,848	275,002	180,154	116,933	127,831	142,358	190,042	132,661	161,578	161,578	161,578	801,009	2,658,873
Depreciation / Cap Outlay	-	-	-	33,098	7,264	-	-	21,268	5,317	20,181	20,181	20,181	(57,464)	70,027
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>	<b>287,585</b>	<b>414,655</b>	<b>568,798</b>	<b>570,033</b>	<b>456,115</b>	<b>403,426</b>	<b>465,138</b>	<b>495,220</b>	<b>397,810</b>	<b>428,868</b>	<b>428,868</b>	<b>428,868</b>	<b>1,331,075</b>	<b>6,676,458</b>
<b>Other Transactions Affecting Cash</b>														
Revenues - Prior Year Accruals	259,541	92,029	21,780	41,178	11,323	-	-	-	-	-	-	-	-	425,851
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	5,317	64,251
Due To (From)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Expenses - Prior Year Accruals	(106,577)	(30,777)	-	-	-	-	-	-	-	-	-	-	-	(137,354)
Accounts Payable - Current Year	-	-	63,987	(36,129)	(72,301)	(8,946)	41,169	-	15,186	-	-	-	-	2,966
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	4,798	57,576
Loans Payable (Current)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Loans Payable (Long Term)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Other Transactions</b>	<b>157,762</b>	<b>66,050</b>	<b>90,565</b>	<b>31,562</b>	<b>(50,863)</b>	<b>1,169</b>	<b>51,284</b>	<b>10,115</b>	<b>25,301</b>	<b>10,115</b>	<b>10,115</b>	<b>10,115</b>		<b>413,290</b>
<b>Total Change in Cash</b>	<b>(54,462)</b>	<b>(67,626)</b>	<b>(158,789)</b>	<b>13,990</b>	<b>(3,975)</b>	<b>(9,666)</b>	<b>309,894</b>	<b>47,041</b>	<b>406,811</b>	<b>386,574</b>	<b>141,322</b>	<b>222,578</b>		<b>108,170</b>

<b>ENDING CASH</b>	<b>685,675</b>	<b>618,049</b>	<b>459,260</b>	<b>473,250</b>	<b>469,275</b>	<b>459,609</b>	<b>769,503</b>	<b>816,544</b>	<b>1,223,355</b>	<b>1,609,929</b>	<b>1,751,251</b>	<b>1,973,829</b>
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## MSA-4 Executive Summary

### SUMMARY OF RESULTS

This latest Current Forecast update projects a budget deficit of (\$597,519).

This is an decrease of (\$10,000) from the original Second Interim Budget projected deficit of (\$587,519).

This will allow MSA-4 to end this fiscal year with a balance of \$872,995, which is 30.9% 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 \$1,304,746, which represents 172 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 Second Interim = decrease of \$0, or 0.0% of Second Interim revenues)

**LCFF Entitlement:** These "Local Control Funding Formula" revenues are the primary funding source for the school.

LCFF Entitlement projected revenues are \$0 lower than in the Second Interim, due to average daily attendance (ADA) decreasing by 0.

**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 \$0 lower than in the Second Interim, due to removal of NSLP revenue and updates to ESSA funding amounts.

**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 \$0 lower than in the Second Interim, primarily due to a changes in one-time funding levels.

**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 Second Interim, reflecting updated projections of fundraising and other local revenue.

### SIGNIFICANT CHANGES IN EXPENSES (Total change from Second Interim = increase of \$10,000, or 0.4% of Second Interim expenses)

**Salaries and Benefits:** This includes all employee pay, plus benefits such as retirement, healthcare, Medicare, Social Security, etc.

Salaries and Benefits costs are \$0 lower than in the Second Interim, 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 \$2,000 higher than in the Second Interim, due primarily to removal of Lunch Program costs (Object 4710).

**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 \$0 lower than in the Second Interim, due primarily to adding back in the Prop 39 Energy Projects.

**Depreciation, Capital Outlay, and Other Outgo:** This category includes depreciation on fixed assets and interest on long-term debt.

These costs are projected at \$8,000 higher than in the Second Interim, reflecting updated depreciation and capital outlay projections.



2018-19 Second Interim Budget Actuals through March 31, 2019)	Year To Date												Annual Budget					
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Actual YTD	2nd Interim Budget YTD	Variance	Adopted July 1 Budget	2nd Interim Budget	Current Forecast	Change Since 2nd Interim	Second Interim Remaining	Actuals as % of Second Interim
MSA 4																		
Projected Average Daily Attendance:														165	165	-		
<b>SUMMARY</b>																		
<b>Revenue</b>																		
LCFF Entitlement	24,302	108,269	92,068	139,300	139,801	139,801	276,468	164,103	181,749	1,265,862	1,220,010	45,852	1,920,178	1,828,438	1,828,438	-	562,576	69%
Federal Revenue	25,153	(19,158)	2,664	2,664	20,968	2,664	49,886	5,815	1,875	92,532	87,910	4,622	155,404	131,364	131,364	-	38,832	70%
Other State Revenues	5,928	11,855	7,903	87,163	7,903	21,280	(44,806)	28,196	51,765	177,189	116,677	60,511	197,847	193,363	193,363	-	16,174	92%
Other Local Revenues	7,700	375	-	1,022	922	8,670	(0)	154	7,928	26,771	35,804	(9,033)	7,396	70,759	70,759	-	43,988	38%
<b>Total Revenue</b>	<b>63,082</b>	<b>101,342</b>	<b>102,636</b>	<b>230,150</b>	<b>169,595</b>	<b>172,416</b>	<b>281,548</b>	<b>198,268</b>	<b>243,317</b>	<b>1,562,354</b>	<b>1,460,401</b>	<b>101,953</b>	<b>2,280,825</b>	<b>2,223,924</b>	<b>2,223,924</b>	<b>-</b>	<b>661,570</b>	<b>70%</b>
<b>Expenditures</b>																		
Certificated Salaries	31,346	74,448	79,878	79,104	79,524	79,090	79,120	73,217	70,168	645,895	648,329	(2,434)	949,845	1,001,697	1,001,697	-	355,802	64%
Classified Salaries	3,331	9,549	14,696	14,806	13,810	14,109	14,180	16,109	18,652	119,242	105,079	14,163	69,781	170,738	170,738	-	51,497	70%
Benefits	6,976	32,437	21,668	32,686	24,177	16,713	45,886	18,365	20,429	219,337	218,925	412	354,746	428,944	428,944	-	209,607	51%
Books and Supplies	1,469	5,148	24,002	6,426	19,977	4,451	10,248	2,045	1,689	75,456	90,078	(14,622)	143,475	119,347	121,347	2,000	45,890	62%
Services and Operating Exp.	11,950	21,134	62,299	18,672	43,744	24,222	28,243	35,973	46,890	293,126	347,476	(54,350)	797,040	1,071,406	1,071,406	-	778,280	27%
Depreciation & Cap Outlay	-	-	-	6,437	-	-	-	-	-	6,437	14,787	(8,350)	19,312	19,312	27,312	8,000	20,874	24%
Other Outflows	-	1,585	1,057	2,114	2,114	2,114	2,170	3,712	1,487	16,352	4,612	11,741	26,365	-	-	-	(16,352)	-
<b>Total Expenditures</b>	<b>55,071</b>	<b>144,301</b>	<b>203,600</b>	<b>160,245</b>	<b>183,345</b>	<b>140,700</b>	<b>179,848</b>	<b>149,421</b>	<b>159,316</b>	<b>1,375,845</b>	<b>1,429,285</b>	<b>(53,440)</b>	<b>2,360,563</b>	<b>2,811,443</b>	<b>2,821,443</b>	<b>10,000</b>	<b>1,445,598</b>	<b>49%</b>
<b>Net Revenues</b>										<b>186,509</b>	<b>31,116</b>	<b>155,393</b>	<b>(79,738)</b>	<b>(587,519)</b>	<b>(597,519)</b>	<b>(10,000)</b>	<b>(784,028)</b>	
<b>Fund Balance</b>																		
Beginning Balance (Audited)															1,470,514			
Net Revenues															(597,519)			
<b>Ending Fund Balance</b>															<b>872,995</b>			



2018-19 Second Interim Budget Actuals through March 31, 2019)		Year To Date											Annual Budget					
MSA 4	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Actual YTD	2nd Interim Budget YTD	Variance	Adopted July 1 Budget	2nd Interim Budget	Current Forecast	Change Since 2nd Interim	Second Interim Remaining	Actuals as % of Second Interim
	<b>REVENUE DETAIL</b>																	
<b>LCFF Entitlement</b>																		
8011	-	59,666	59,666	106,898	107,399	107,399	107,399	107,399	103,887	759,713	748,427	(11,286)	1,317,941	1,183,426	1,183,426	-	423,713	64%
8012	-	-	-	-	-	-	136,667	-	67,346	204,013	136,667	(67,346)	223,524	247,102	247,102	-	43,089	83%
8019	-	-	-	-	-	-	-	-	904	904	-	(904)	-	-	-	-	(904)	-
8096	24,302	48,603	32,402	32,402	32,402	32,402	32,402	56,704	9,612	301,232	334,916	33,684	378,713	397,910	397,910	-	96,678	76%
<b>SUBTOTAL - LCFF Entitlement</b>	<b>24,302</b>	<b>108,269</b>	<b>92,068</b>	<b>139,300</b>	<b>139,801</b>	<b>139,801</b>	<b>276,468</b>	<b>164,103</b>	<b>181,749</b>	<b>1,265,862</b>	<b>1,220,010</b>	<b>(45,852)</b>	<b>1,920,178</b>	<b>1,828,438</b>	<b>1,828,438</b>	-	<b>562,576</b>	<b>69%</b>
<b>Federal Revenue</b>																		
8181	1,998	3,997	2,664	2,664	2,664	2,664	2,731	4,679	1,875	25,937	22,451	(3,486)	33,606	33,606	33,606	-	7,669	77%
8220	23,154	(23,154)	-	-	-	-	-	-	-	-	-	-	35,688	-	-	-	-	-
8290	-	-	-	-	18,304	-	47,155	1,136	-	66,595	65,459	(1,136)	86,110	97,758	97,758	-	31,163	68%
<b>SUBTOTAL - Federal Revenue</b>	<b>25,153</b>	<b>(19,158)</b>	<b>2,664</b>	<b>2,664</b>	<b>20,968</b>	<b>2,664</b>	<b>49,886</b>	<b>5,815</b>	<b>1,875</b>	<b>92,532</b>	<b>87,910</b>	<b>(4,622)</b>	<b>155,404</b>	<b>131,364</b>	<b>131,364</b>	-	<b>38,832</b>	<b>70%</b>
<b>Other State Revenue</b>																		
8311	5,928	11,855	7,903	7,903	7,903	15,001	8,119	13,883	51,765	130,261	54,549	(75,712)	98,217	105,102	105,102	-	(25,159)	124%
8520	-	-	-	-	-	-	-	-	-	-	-	-	2,481	-	-	-	-	-
8550	-	-	-	-	-	6,279	-	14,313	-	20,592	36,279	15,687	63,847	37,175	37,175	-	16,583	55%
8560	-	-	-	68,334	-	-	(62,216)	0	-	6,118	6,118	-	33,302	33,302	33,302	-	27,184	18%
8590	-	-	-	10,926	-	-	9,291	-	-	20,217	19,730	(487)	-	17,784	17,784	-	(2,433)	114%
<b>SUBTOTAL - Other State Revenue</b>	<b>5,928</b>	<b>11,855</b>	<b>7,903</b>	<b>87,163</b>	<b>7,903</b>	<b>21,280</b>	<b>(44,806)</b>	<b>28,196</b>	<b>51,765</b>	<b>177,189</b>	<b>116,677</b>	<b>(60,511)</b>	<b>197,847</b>	<b>193,363</b>	<b>193,363</b>	-	<b>16,174</b>	<b>92%</b>
<b>Local Revenue</b>																		
8600	-	-	-	-	-	-	-	-	-	-	-	-	-	1,200	1,200	-	1,200	0%
8634	-	-	-	-	-	-	-	-	-	-	-	-	1,487	-	-	-	-	-
8650	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8660	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8698	-	(0)	-	-	-	-	-	-	-	(0)	(0)	0	-	-	-	-	0	-
8699	7,700	-	-	1,397	-	10,019	(427)	0	8,082	26,771	17,804	(8,967)	5,909	24,559	24,559	-	(2,212)	109%
8701	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8702	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8703	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8704	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8705	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8706	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8707	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8708	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8709	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8712	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8791	-	-	-	-	-	-	-	-	-	-	18,000	18,000	-	45,000	45,000	-	45,000	0%
8802	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8803	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8999	-	375	-	(375)	922	(1,349)	427	154	(154)	-	-	-	-	-	-	-	-	-
<b>SUBTOTAL - Local Revenue</b>	<b>7,700</b>	<b>375</b>	<b>-</b>	<b>1,022</b>	<b>922</b>	<b>8,670</b>	<b>(0)</b>	<b>154</b>	<b>7,928</b>	<b>26,771</b>	<b>35,804</b>	<b>9,033</b>	<b>7,396</b>	<b>70,759</b>	<b>70,759</b>	-	<b>43,988</b>	<b>38%</b>
<b>TOTAL REVENUE</b>	<b>63,082</b>	<b>101,342</b>	<b>102,636</b>	<b>230,150</b>	<b>169,595</b>	<b>172,416</b>	<b>281,548</b>	<b>198,268</b>	<b>243,317</b>	<b>1,562,354</b>	<b>1,460,401</b>	<b>(101,953)</b>	<b>2,280,825</b>	<b>2,223,924</b>	<b>2,223,924</b>	-	<b>661,570</b>	<b>70%</b>

2018-19 Second Interim Budget Actuals through March 31, 2019)		Year To Date											Annual Budget						
		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Actual YTD	2nd Interim Budget YTD	Variance	Adopted July 1 Budget	2nd Interim Budget	Current Forecast	Change Since 2nd Interim	Second Interim Remaining	Actuals as % of Second Interim
<b>MSA 4</b>																			
<b>EXPENDITURES DETAIL</b>																			
<b>Certificated Salaries</b>																			
1100	TeacherSalaries	16,075	56,867	65,452	64,678	65,098	64,664	64,694	59,267	56,218	513,013	527,095	14,082	776,333	828,185	828,185	-	315,172	62%
1300	Cert Adminis	15,271	17,581	14,426	14,426	14,426	14,426	14,426	13,950	13,950	132,882	121,234	(11,648)	173,512	173,512	173,512	-	40,630	77%
<b>SUBTOTAL - Certificated Salaries</b>		<b>31,346</b>	<b>74,448</b>	<b>79,878</b>	<b>79,104</b>	<b>79,524</b>	<b>79,090</b>	<b>79,120</b>	<b>73,217</b>	<b>70,168</b>	<b>645,895</b>	<b>648,329</b>	<b>2,434</b>	<b>949,845</b>	<b>1,001,697</b>	<b>1,001,697</b>	<b>-</b>	<b>355,802</b>	<b>64%</b>
<b>Classified Salaries</b>																			
2400	Clerical & Tech	3,331	5,177	5,887	6,012	5,508	5,673	5,274	6,138	4,941	47,940	41,549	(6,391)	41,998	59,659	59,659	-	11,720	80%
2900	OtherClassStaff	-	4,372	8,809	8,794	8,302	8,436	8,906	9,971	13,711	71,302	63,530	(7,772)	27,783	111,079	111,079	-	39,777	64%
<b>SUBTOTAL - Classified Salaries</b>		<b>3,331</b>	<b>9,549</b>	<b>14,696</b>	<b>14,806</b>	<b>13,810</b>	<b>14,109</b>	<b>14,180</b>	<b>16,109</b>	<b>18,652</b>	<b>119,242</b>	<b>105,079</b>	<b>(14,163)</b>	<b>69,781</b>	<b>170,738</b>	<b>170,738</b>	<b>-</b>	<b>51,497</b>	<b>70%</b>
<b>Employee Benefits</b>																			
3101	STRS	3,044	11,485	12,844	12,874	13,307	13,157	12,976	12,383	12,287	104,358	113,761	9,403	147,744	189,542	189,542	-	85,184	55%
3202	PERS	575	958	1,207	1,239	1,051	1,073	1,189	1,408	1,037	9,736	8,439	(1,297)	12,604	12,604	12,604	-	2,868	77%
3301	OASDI/Med	802	2,071	2,501	2,477	2,437	2,483	2,489	2,491	2,799	20,551	17,495	(3,056)	21,735	26,135	26,135	-	5,584	79%
3401	HlthWelfare	-	16,961	4,264	15,140	6,530	-	28,380	1,092	2,602	74,969	71,275	(3,694)	160,358	188,358	188,358	-	113,390	40%
3501	UnemployIns	-	110	-	104	-	-	(0)	139	-	353	214	(139)	615	615	615	-	263	57%
3601	WorkersCmp	2,555	852	852	852	852	-	852	852	1,704	9,371	7,659	(1,712)	11,481	11,481	11,481	-	2,110	82%
3701	Other Retirement	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3901	OthBenes	-	-	-	-	-	-	-	-	-	-	83	83	209	209	209	-	209	0%
<b>SUBTOTAL - Employee Benefits</b>		<b>6,976</b>	<b>32,437</b>	<b>21,668</b>	<b>32,686</b>	<b>24,177</b>	<b>16,713</b>	<b>45,886</b>	<b>18,365</b>	<b>20,429</b>	<b>219,337</b>	<b>218,925</b>	<b>(412)</b>	<b>354,746</b>	<b>428,944</b>	<b>428,944</b>	<b>-</b>	<b>209,607</b>	<b>51%</b>
<b>Books &amp; Supplies</b>																			
4100	Text&CoreCurric	-	-	5,445	-	-	-	1,336	-	-	6,781	10,916	4,135	17,118	17,118	17,118	-	10,337	40%
4200	BooksOthRefMats	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4310	Ins Mats & Sups	-	-	-	-	18	750	119	-	-	887	19,739	18,851	25,000	46,015	48,015	2,000	47,128	2%
4315	OthrSupplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4320	Office Supplies	-	201	578	1,072	464	-	355	342	876	3,887	3,834	(53)	11,000	6,800	6,800	-	2,913	57%
4325	ProfDevMat&Sups	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4326	Arts&MusicSupps	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4335	PE Supplies	-	-	-	-	-	-	-	-	-	-	400	400	1,000	1,000	1,000	-	1,000	0%
4340	Educat Software	-	375	6,281	2,411	2,297	-	6,731	-	450	18,545	22,835	4,290	33,228	30,396	30,396	-	11,851	61%
4345	NonInstStdntSup	-	-	40	-	-	-	-	-	222	261	2,415	2,154	5,000	6,200	6,200	-	5,939	4%
4346	TeacherSupplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4350	Cust. Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4351	Yearbook	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4390	Uniforms	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4400	NonCapEquip-Gen	-	-	1,704	-	2,666	-	-	473	-	4,843	6,359	1,516	-	9,818	9,818	-	4,975	49%
4410	ClsrmFrmEqp<5k	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4430	OfficeFurnEqp<5k	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4440	Computers <\$5k	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4460	Fixed Asset Suspense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4710	Food	-	-	-	-	-	-	-	-	-	-	-	-	49,129	-	-	-	-	-
4720	Food:Other Food	-	-	-	-	-	-	-	-	-	-	800	800	2,000	2,000	2,000	-	2,000	0%
4990	Prior Year Exp	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4999	Misc Exp-Suspense	1,469	4,572	9,954	2,944	14,533	3,701	1,707	1,229	141	40,251	22,780	(17,471)	-	-	-	-	(40,251)	-
<b>SUBTOTAL - Books and Supplies</b>		<b>1,469</b>	<b>5,148</b>	<b>24,002</b>	<b>6,426</b>	<b>19,977</b>	<b>4,451</b>	<b>10,248</b>	<b>2,045</b>	<b>1,689</b>	<b>75,456</b>	<b>90,078</b>	<b>14,622</b>	<b>143,475</b>	<b>119,347</b>	<b>121,347</b>	<b>2,000</b>	<b>45,890</b>	<b>62%</b>

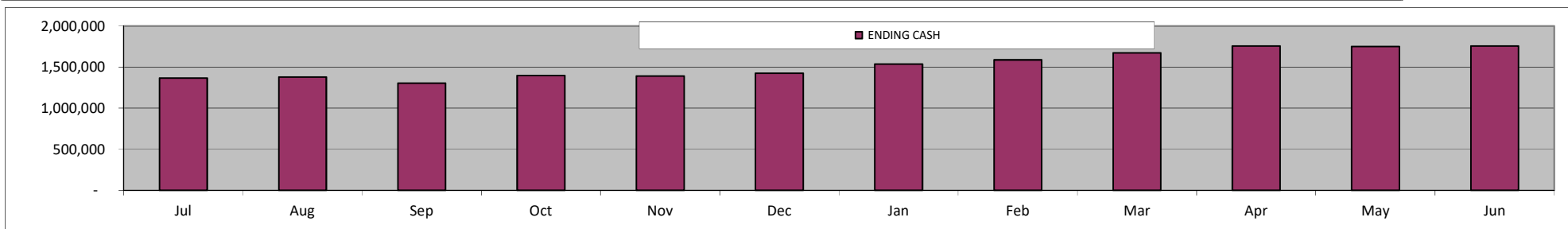
2018-19 Second Interim Budget Actuals through March 31, 2019)		Year To Date											Annual Budget						
		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Actual YTD	2nd Interim Budget YTD	Variance	Adopted July 1 Budget	2nd Interim Budget	Current Forecast	Change Since 2nd Interim	Second Interim Remaining	Actuals as % of Second Interim
<b>MSA 4</b>																			
<b>Services &amp; Other Operating Expenses</b>																			
5101	CMO Fees	6,471	6,471	6,471	6,471	6,471	6,471	6,471	6,471	6,471	58,243	53,066	(5,177)	77,657	77,657	77,657	-	19,414	75%
5205	Conference Fees	-	-	-	-	-	-	-	-	-	-	-	-	2,000	2,000	-	(2,000)	-	-
5210	MilesParkTolls	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5215	TravConferences	-	-	-	-	-	-	627	(367)	-	260	6,403	6,144	2,000	14,700	14,700	-	14,440	2%
5220	TraLodging	-	-	-	-	-	-	-	-	-	-	4,686	4,686	-	11,715	11,715	-	11,715	0%
5300	DuesMemberships	-	-	1,020	-	-	1,760	972	-	-	3,752	4,078	326	4,567	4,567	4,567	-	815	82%
5450	Other Insurance	2,133	711	711	711	711	-	711	711	1,422	7,821	7,069	(752)	11,273	11,273	11,273	-	3,452	69%
5500	OpsHousekeeping	-	-	-	-	-	-	-	-	-	-	262	262	656	656	656	-	656	0%
5510	Gas & Electric	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5610	Rent & Leases	-	-	4,155	-	-	409	-	1,707	558	6,828	4,564	(2,264)	172,340	187,740	187,740	-	180,912	4%
5620	EquipmentLeases	377	377	4,665	840	2,258	1,050	978	602	535	11,682	14,726	3,044	22,134	22,134	22,134	-	10,451	53%
5630	Reps&MaintBldng	-	-	-	-	-	-	-	-	-	-	2,800	2,800	7,000	7,000	7,000	-	7,000	0%
5800	ProfessServices	-	-	9,380	484	8,300	-	8,300	576	-	27,040	44,114	17,074	186,833	91,913	91,913	-	64,873	29%
5810	Legal	-	-	612	-	-	3,625	-	-	400	4,637	12,382	7,745	25,000	25,000	25,000	-	20,363	19%
5811	Property Tax	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5813	SchPrgAftSchool	-	-	-	-	-	-	-	-	-	-	400	400	1,000	1,000	1,000	-	1,000	0%
5814	SchPrgAcadComps	-	-	-	450	325	-	-	-	-	775	2,465	1,690	5,000	5,000	5,000	-	4,225	16%
5819	SchlProgs-Other	-	-	-	-	-	-	-	-	-	-	700	700	1,000	1,750	1,750	-	1,750	0%
5820	Audit & CPA	-	-	-	-	-	-	-	-	-	-	4,340	4,340	10,850	10,850	10,850	-	10,850	0%
5825	DMSBusinessSvcs	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5835	Field Trips	-	-	2,150	370	198	-	979	-	1,244	4,941	4,601	(340)	5,000	7,200	7,200	-	2,259	69%
5836	FieldTrip Trans	-	9,579	6,386	6,386	6,386	3,193	6,386	6,386	6,386	51,088	43,425	(7,663)	63,860	63,860	63,860	-	12,772	80%
5840	MarkngStdtRecrt	-	-	-	-	1,092	3,000	-	-	-	4,092	6,455	2,363	10,000	10,000	10,000	-	5,908	41%
5850	Oversight Fees	1,028	2,056	1,371	1,371	1,371	1,371	2,399	2,107	-	14,445	11,841	(2,603)	19,202	19,202	19,202	-	4,757	75%
5857	Payroll Fees	-	-	-	-	-	-	(581)	689	700	808	3,113	2,305	10,044	10,044	10,044	-	9,236	8%
5860	Service Fees	-	-	(22)	-	-	-	-	-	-	(22)	205	227	546	546	546	-	568	-4%
5861	Prior Year Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5863	Prof Developmnt	-	-	250	890	1,275	-	519	2,326	25	5,285	11,566	6,280	29,865	24,865	26,865	2,000	21,579	20%
5864	Prof Dev-Other	-	-	5,914	341	6,000	-	-	-	-	12,255	15,273	3,018	20,000	19,800	19,800	-	7,545	62%
5869	SpEd Ctrct Inst	-	-	1,569	-	2,287	-	5,581	-	-	9,437	27,450	18,013	-	54,470	54,470	-	45,033	17%
5872	SpEd Fees	1,585	1,585	1,057	-	-	-	-	-	-	4,227	13,082	8,855	-	26,365	26,365	-	22,137	16%
5875	StaffRecruiting	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5884	Substitutes	-	-	16,253	-	5,915	3,343	-	4,088	23,469	53,067	28,166	(24,902)	34,705	59,705	59,705	-	6,637	89%
5890	OthSvcsNon-Inst	-	-	-	-	786	-	-	-	2,358	3,144	786	(2,358)	11,596	257,482	257,482	-	254,338	1%
5900	Communications	-	-	-	-	-	-	860	-	-	860	573	(287)	4,450	2,293	2,293	-	1,433	38%
5920	TelecomInternet	355	354	356	358	368	-	1,974	(891)	366	3,239	4,249	1,010	55,750	4,450	4,450	-	1,211	73%
5930	PostageDelivery	-	-	-	-	-	-	521	-	-	521	1,398	877	2,713	2,713	2,713	-	2,192	19%
5940	Technology	-	-	-	-	-	-	1,734	2,692	274	4,700	13,237	8,537	-	33,457	33,457	-	28,757	14%
<b>SUBTOTAL - Services &amp; Operations</b>		<b>11,950</b>	<b>21,134</b>	<b>62,299</b>	<b>18,672</b>	<b>43,744</b>	<b>24,222</b>	<b>28,243</b>	<b>35,973</b>	<b>46,890</b>	<b>293,126</b>	<b>347,476</b>	<b>54,350</b>	<b>797,040</b>	<b>1,071,406</b>	<b>1,071,406</b>	<b>-</b>	<b>778,280</b>	<b>27%</b>



2018-19 Second Interim Budget Actuals through March 31, 2019)		Year To Date											Annual Budget							
		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Actual YTD	2nd Interim Budget YTD	Variance	Adopted July 1 Budget	2nd Interim Budget	Current Forecast	Change Since 2nd Interim	Second Interim Remaining	Actuals as % of Second Interim	
<b>MSA 4</b>																				
<b>Capital Outlay &amp; Depreciation</b>																				
6100	Site Imp (Pre-Capitalization)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
6400	EquipFixed	-	-	-	-	-	-	-	-	-	-	3,200	3,200	-	-	8,000	8,000	8,000	0%	
6900	Depreciation	-	-	-	6,437	-	-	-	-	-	6,437	11,587	5,150	19,312	19,312	19,312	-	12,874	33%	
<b>SUBTOTAL - Cap Outlay &amp; Dep.</b>		-	-	-	6,437	-	-	-	-	-	6,437	14,787	8,350	19,312	19,312	27,312	8,000	20,874	24%	
<b>Other Outflows</b>																				
7299	Encroachment	-	1,585	1,057	2,114	2,114	2,114	2,170	3,712	1,487	16,352	4,612	(11,741)	26,365	-	0	0	(16,352)	-	
7438	InterestExpense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>SUBTOTAL - Other Outflows</b>		-	1,585	1,057	2,114	2,114	2,114	2,170	3,712	1,487	16,352	4,612	(11,741)	26,365	-	0	0	(16,352)	-	
<b>TOTAL EXPENDITURES</b>		55,071	144,301	203,600	160,245	183,345	140,700	179,848	149,421	159,316	1,375,845	1,429,285	53,440	2,360,563	2,811,443	2,821,443	10,000	1,445,598	49%	

**Monthly Update - Monthly Cash Flow (Actuals + Projections)**

<b>MSA-4</b>	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	<b>TOTAL</b>
	<b>ACTUALS</b>	<b>ACTUALS</b>	<b>ACTUALS</b>	<b>ACTUALS</b>	<b>ACTUALS</b>	<b>ACTUALS</b>	<b>ACTUALS</b>	<b>ACTUALS</b>	<b>ACTUALS</b>	<b>BUDGET</b>	<b>BUDGET</b>	<b>BUDGET</b>	<b>BUDGET</b>	
<b>BEGINNING CASH</b>	<b>1,336,770</b>	<b>1,368,119</b>	<b>1,378,127</b>	<b>1,304,746</b>	<b>1,397,922</b>	<b>1,391,148</b>	<b>1,425,660</b>	<b>1,537,128</b>	<b>1,588,770</b>	<b>1,673,569</b>	<b>1,758,091</b>	<b>1,749,857</b>	<b>1,757,520</b>	
<b>Revenue</b>														
LCFF Entitlement	24,302	108,269	92,068	139,300	139,801	139,801	276,468	164,103	181,749	286,667	150,000	150,000	21,761	<b>1,874,290</b>
Federal Revenue	25,153	(19,158)	2,664	2,664	20,968	2,664	49,886	5,815	1,875	19,838	1,534	1,534	20,549	<b>135,986</b>
Other State Revenues	5,928	11,855	7,903	87,163	7,903	21,280	(44,806)	28,196	51,765	(52,248)	9,968	25,864	93,101	<b>253,875</b>
Other Local Revenues	7,700	375	-	1,022	922	8,670	(0)	154	7,928	8,558	8,558	8,558	9,282	<b>61,726</b>
<b>Total Revenue</b>	<b>63,082</b>	<b>101,342</b>	<b>102,636</b>	<b>230,150</b>	<b>169,595</b>	<b>172,416</b>	<b>281,548</b>	<b>198,268</b>	<b>243,317</b>	<b>262,815</b>	<b>170,059</b>	<b>185,955</b>	<b>144,693</b>	<b>2,325,877</b>
<b>Expenses</b>														
Certificated Salaries	31,346	74,448	79,878	79,104	79,524	79,090	79,120	73,217	70,168	72,909	72,909	72,909	134,640	<b>999,263</b>
Classified Salaries	3,331	9,549	14,696	14,806	13,810	14,109	14,180	16,109	18,652	10,299	10,299	10,299	34,761	<b>184,901</b>
Benefits	6,976	32,437	21,668	32,686	24,177	16,713	45,886	18,365	20,429	19,191	19,191	19,191	152,446	<b>429,356</b>
Books and Supplies	1,469	5,148	24,002	6,426	19,977	4,451	10,248	2,045	1,689	9,178	9,178	9,178	3,734	<b>106,724</b>
Services and Operations	11,950	21,134	62,299	18,672	43,744	24,222	28,243	35,973	46,890	68,606	68,606	68,606	518,112	<b>1,017,056</b>
Depreciation / Cap Outlay	-	-	-	6,437	-	-	-	-	-	4,175	4,175	4,175	-	<b>18,962</b>
Other Outflows	-	1,585	1,057	2,114	2,114	2,114	2,170	3,712	1,487	(3,270)	(3,270)	(3,270)	5,200	<b>11,741</b>
<b>Total Expenses</b>	<b>55,071</b>	<b>144,301</b>	<b>203,600</b>	<b>160,245</b>	<b>183,345</b>	<b>140,700</b>	<b>179,848</b>	<b>149,421</b>	<b>159,316</b>	<b>181,088</b>	<b>181,088</b>	<b>181,088</b>	<b>848,893</b>	<b>2,768,003</b>
<b>Other Transactions Affecting Cash</b>														
Revenues - Prior Year Accruals	73,015	65,278	-	14,184	4,180	-	-	-	-	-	-	-	-	<b>156,657</b>
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	<b>-</b>
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	<b>-</b>
Fixed Assets	-	-	-	6,437	609	609	609	609	609	609	609	609	609	<b>11,311</b>
Due To (From)	-	-	-	-	-	-	-	-	-	-	-	-	-	<b>-</b>
Expenses - Prior Year Accruals	(51,863)	(14,497)	-	-	-	-	-	-	-	-	-	-	-	<b>(66,360)</b>
Accounts Payable - Current Year	-	-	25,396	465	-	-	6,972	-	(1,998)	-	-	-	-	<b>30,835</b>
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	2,186	<b>26,232</b>
Loans Payable (Current)	-	-	-	-	-	-	-	-	-	-	-	-	-	<b>-</b>
Loans Payable (Long Term)	-	-	-	-	-	-	-	-	-	-	-	-	-	<b>-</b>
<b>Total Other Transactions</b>	<b>23,338</b>	<b>52,967</b>	<b>27,582</b>	<b>23,272</b>	<b>6,975</b>	<b>2,795</b>	<b>9,768</b>	<b>2,795</b>	<b>797</b>	<b>2,795</b>	<b>2,795</b>	<b>2,795</b>	<b>2,795</b>	<b>158,676</b>
<b>Total Change in Cash</b>	<b>31,349</b>	<b>10,008</b>	<b>(73,382)</b>	<b>93,177</b>	<b>(6,774)</b>	<b>34,512</b>	<b>111,468</b>	<b>51,642</b>	<b>84,799</b>	<b>84,522</b>	<b>(8,234)</b>	<b>7,662</b>		<b>(283,450)</b>
<b>ENDING CASH</b>	<b>1,368,119</b>	<b>1,378,127</b>	<b>1,304,746</b>	<b>1,397,922</b>	<b>1,391,148</b>	<b>1,425,660</b>	<b>1,537,128</b>	<b>1,588,770</b>	<b>1,673,569</b>	<b>1,758,091</b>	<b>1,749,857</b>	<b>1,757,520</b>		



## MSA-5 Executive Summary

### SUMMARY OF RESULTS

This latest Current Forecast update projects a budget deficit of (\$117,033).

This is an decrease of (\$45,000) from the original Second Interim Budget projected deficit of (\$72,033).

This will allow MSA-5 to end this fiscal year with a balance of \$1,778,299, which is 56.9% 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 \$1,631,086, which represents 197 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 Second Interim = decrease of \$0, or 0.0% of Second Interim revenues)

**LCFF Entitlement:** These "Local Control Funding Formula" revenues are the primary funding source for the school.

LCFF Entitlement projected revenues are \$0 lower than in the Second Interim, due to average daily attendance (ADA) decreasing by 0.

**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 \$0 lower than in the Second Interim, due to removal of NSLP revenue and updates to ESSA funding amounts.

**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 \$0 lower than in the Second Interim, primarily due to a changes in one-time funding levels.

**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 Second Interim, reflecting updated projections of fundraising and other local revenue.

### SIGNIFICANT CHANGES IN EXPENSES (Total change from Second Interim = increase of \$45,000, or 1.5% of Second Interim expenses)

**Salaries and Benefits:** This includes all employee pay, plus benefits such as retirement, healthcare, Medicare, Social Security, etc.

Salaries and Benefits costs are \$0 lower than in the Second Interim, 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 \$45,000 higher than in the Second Interim, due primarily to removal of Lunch Program costs (Object 4710).

**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 \$0 lower than in the Second Interim, due primarily to adding back in the Prop 39 Energy Projects.

**Depreciation, Capital Outlay, and Other Outgo:** This category includes depreciation on fixed assets and interest on long-term debt.

These costs are projected at \$0 lower than in the Second Interim, reflecting stable depreciation and capital outlay projections.



2018-19 Second Interim Budget Actuals through March 31, 2019)	Year To Date												Annual Budget					
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Actual YTD	2nd Interim Budget YTD	Variance	Adopted July 1 Budget	2nd Interim Budget	Current Forecast	Change Since 2nd Interim	Second Interim Remaining	Actuals as % of Second Interim
MSA 5																		
Projected Average Daily Attendance:															235	235	-	
<b>SUMMARY</b>																		
<b>Revenue</b>																		
LCFF Entitlement	28,614	123,047	141,604	233,731	156,627	118,475	212,529	261,546	383,747	1,659,922	1,637,782	22,140	2,431,167	2,547,726	2,547,726	-	887,804	65%
Federal Revenue	-	-	-	-	23,659	-	53,193	5,090	-	81,942	87,352	(5,410)	156,069	165,737	165,737	-	83,795	49%
Other State Revenues	6,191	-	-	6,206	19,165	4,359	19,308	13,101	74,635	142,965	89,233	53,732	263,878	293,170	293,170	-	150,205	49%
Other Local Revenues	2,458	(1,219)	0	28	13,063	(0)	(12,101)	38	3,531	5,798	1,110	4,688	1,000	4,200	4,200	-	(1,598)	138%
<b>Total Revenue</b>	<b>37,263</b>	<b>121,828</b>	<b>141,604</b>	<b>239,966</b>	<b>212,514</b>	<b>122,834</b>	<b>272,929</b>	<b>279,775</b>	<b>461,913</b>	<b>1,890,627</b>	<b>1,815,478</b>	<b>75,149</b>	<b>2,852,114</b>	<b>3,010,833</b>	<b>3,010,833</b>	<b>-</b>	<b>1,120,206</b>	<b>63%</b>
<b>Expenditures</b>																		
Certificated Salaries	43,901	92,783	99,488	98,991	103,500	103,797	92,464	100,269	102,371	837,563	818,534	19,029	1,171,673	1,139,695	1,139,695	-	302,132	73%
Classified Salaries	16,335	357	23,531	24,338	21,654	21,348	21,700	25,343	24,410	179,017	165,314	13,703	157,231	269,141	269,141	-	90,124	67%
Benefits	12,463	47,959	36,694	43,426	39,254	24,541	49,695	25,852	25,792	305,676	332,894	(27,218)	495,114	502,935	502,935	-	197,259	61%
Books and Supplies	-	3,644	35,184	3,316	4,870	3,619	33,064	40,873	1,153	125,723	127,176	(1,453)	238,640	189,421	234,421	45,000	108,698	54%
Services and Operating Exp.	14,397	10,376	24,415	80,125	36,057	14,821	28,183	94,599	44,174	347,148	447,153	(100,005)	697,742	944,094	944,094	-	596,947	37%
Depreciation & Cap Outlay	-	-	-	5,860	-	-	-	-	7,325	13,184	15,618	(2,433)	17,579	37,579	37,579	-	24,395	35%
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	42,998	-	-	-	-	-
<b>Total Expenditures</b>	<b>87,096</b>	<b>155,119</b>	<b>219,312</b>	<b>256,055</b>	<b>205,336</b>	<b>168,125</b>	<b>225,107</b>	<b>286,937</b>	<b>205,225</b>	<b>1,808,312</b>	<b>1,906,689</b>	<b>(98,377)</b>	<b>2,820,978</b>	<b>3,082,866</b>	<b>3,127,866</b>	<b>45,000</b>	<b>1,319,555</b>	<b>58%</b>
<b>Net Revenues</b>										<b>82,315</b>	<b>(91,211)</b>	<b>173,526</b>	<b>31,136</b>	<b>(72,033)</b>	<b>(117,033)</b>	<b>(45,000)</b>	<b>(199,348)</b>	
<b>Fund Balance</b>																		
Beginning Balance (Audited)															1,895,332			
Net Revenues															(117,033)			
<b>Ending Fund Balance</b>															<b>1,778,299</b>			



2018-19 Second Interim Budget Actuals through March 31, 2019)		Year To Date											Annual Budget						
MSA 5		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Actual YTD	2nd Interim Budget YTD	Variance	Adopted July 1 Budget	2nd Interim Budget	Current Forecast	Change Since 2nd Interim	Second Interim Remaining	Actuals as % of Second Interim
<b>REVENUE DETAIL</b>																			
<b>LCFF Entitlement</b>																			
8011	State Aid	-	65,819	103,452	118,475	118,475	118,475	135,425	118,475	170,685	949,281	935,530	(13,751)	1,648,493	1,641,734	1,641,734	-	692,453	58%
8012	EPA Entitlement	-	-	-	77,104	-	-	77,104	-	124,890	279,098	279,208	110	282,755	338,007	338,007	-	58,909	83%
8019	Prior Year Adjustments	-	-	-	-	-	-	-	-	27	27	-	(27)	-	-	-	-	(27)	-
8096	InLieuPropTaxes	28,614	57,228	38,152	38,152	38,152	-	(0)	143,071	88,145	431,516	423,044	(8,471)	499,919	567,985	567,985	-	136,469	76%
<b>SUBTOTAL - LCFF Entitlement</b>		<b>28,614</b>	<b>123,047</b>	<b>141,604</b>	<b>233,731</b>	<b>156,627</b>	<b>118,475</b>	<b>212,529</b>	<b>261,546</b>	<b>383,747</b>	<b>1,659,922</b>	<b>1,637,782</b>	<b>(22,140)</b>	<b>2,431,167</b>	<b>2,547,726</b>	<b>2,547,726</b>	<b>-</b>	<b>887,804</b>	<b>65%</b>
<b>Federal Revenue</b>																			
8181	SpEd - Revenue	-	-	-	-	-	-	-	-	-	-	10,500	10,500	26,250	26,250	26,250	-	26,250	0%
8220	SchLunchFederal	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8290	All Other Federal Revenue	-	-	-	-	23,659	-	53,193	5,090	-	81,942	76,852	(5,090)	129,819	139,487	139,487	-	57,545	59%
<b>SUBTOTAL - Federal Revenue</b>		<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>23,659</b>	<b>-</b>	<b>53,193</b>	<b>5,090</b>	<b>-</b>	<b>81,942</b>	<b>87,352</b>	<b>5,410</b>	<b>156,069</b>	<b>165,737</b>	<b>165,737</b>	<b>-</b>	<b>83,795</b>	<b>49%</b>
<b>Other State Revenue</b>																			
8311	SpEd Revenue	-	-	-	-	-	-	-	-	46,144	46,144	28,856	(17,288)	118,285	118,285	118,285	-	72,141	39%
8520	SchoolNtrState	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8550	MandCstReimburs	-	-	-	-	-	4,359	-	13,101	-	17,460	4,359	(13,101)	72,149	40,737	40,737	-	23,277	43%
8560	StateLotteryRev	-	-	-	-	-	-	14,913	-	-	14,913	14,913	-	43,960	43,960	43,960	-	29,047	34%
8590	AllOthStateRev	6,191	-	-	6,206	19,165	-	4,395	-	28,491	64,448	41,105	(23,343)	29,484	90,188	90,188	-	25,741	71%
<b>SUBTOTAL - Other State Revenue</b>		<b>6,191</b>	<b>-</b>	<b>-</b>	<b>6,206</b>	<b>19,165</b>	<b>4,359</b>	<b>19,308</b>	<b>13,101</b>	<b>74,635</b>	<b>142,965</b>	<b>89,233</b>	<b>(53,732)</b>	<b>263,878</b>	<b>293,170</b>	<b>293,170</b>	<b>-</b>	<b>150,205</b>	<b>49%</b>
<b>Local Revenue</b>																			
8600	Other Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	1,200	1,200	-	1,200	0%
8634	StudentLunchFee	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8650	Leases &Rentals	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8660	Interest	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8698	OthRev-Suspense	2,458	(2,351)	0	-	-	-	(0)	0	-	107	64	(43)	-	-	-	-	(107)	-
8699	Other Revenue	-	-	-	28	-	463	(0)	0	3,569	4,060	67	(3,993)	1,000	3,000	3,000	-	(1,060)	135%
8701	CMO Fee - MSA-1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8702	CMO Fee - MSA-2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8703	CMO Fee - MSA-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8704	CMO Fee - MSA-4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8705	CMO Fee - MSA-5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8706	CMO Fee - MSA-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8707	CMO Fee - MSA-7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8708	CMO Fee - MSA-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8709	CMO Fee - MSA-SA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8712	CMO Fee - MSA-SD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8791	SpEd Revenue (Local)	-	1,131	-	-	-	-	-	-	-	1,131	679	(453)	-	-	-	-	(1,131)	-
8802	Private Donations/Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8803	Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8999	Revenues-Susp	-	-	-	-	13,063	(463)	(12,101)	38	(38)	500	300	(200)	-	-	-	-	(500)	-
<b>SUBTOTAL - Local Revenue</b>		<b>2,458</b>	<b>(1,219)</b>	<b>0</b>	<b>28</b>	<b>13,063</b>	<b>(0)</b>	<b>(12,101)</b>	<b>38</b>	<b>3,531</b>	<b>5,798</b>	<b>1,110</b>	<b>(4,688)</b>	<b>1,000</b>	<b>4,200</b>	<b>4,200</b>	<b>-</b>	<b>(1,598)</b>	<b>138%</b>
<b>TOTAL REVENUE</b>		<b>37,263</b>	<b>121,828</b>	<b>141,604</b>	<b>239,966</b>	<b>212,514</b>	<b>122,834</b>	<b>272,929</b>	<b>279,775</b>	<b>461,913</b>	<b>1,890,627</b>	<b>1,815,478</b>	<b>(75,149)</b>	<b>2,852,114</b>	<b>3,010,833</b>	<b>3,010,833</b>	<b>-</b>	<b>1,120,206</b>	<b>63%</b>

2018-19 Second Interim Budget Actuals through March 31, 2019)		Year To Date											Annual Budget						
		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Actual YTD	2nd Interim Budget YTD	Variance	Adopted July 1 Budget	2nd Interim Budget	Current Forecast	Change Since 2nd Interim	Second Interim Remaining	Actuals as % of Second Interim
<b>MSA 5</b>																			
<b>EXPENDITURES DETAIL</b>																			
<b>Certificated Salaries</b>																			
1100	TeacherSalaries	22,511	77,393	84,098	83,279	87,116	87,807	77,074	84,357	85,181	688,815	686,915	(1,900)	982,993	951,015	951,015	-	262,200	72%
1300	Cert Adminis	21,390	15,390	15,390	15,712	16,384	15,990	15,390	15,912	17,190	148,748	131,619	(17,129)	188,680	188,680	188,680	-	39,932	79%
<b>SUBTOTAL - Certificated Salaries</b>		<b>43,901</b>	<b>92,783</b>	<b>99,488</b>	<b>98,991</b>	<b>103,500</b>	<b>103,797</b>	<b>92,464</b>	<b>100,269</b>	<b>102,371</b>	<b>837,563</b>	<b>818,534</b>	<b>(19,029)</b>	<b>1,171,673</b>	<b>1,139,695</b>	<b>1,139,695</b>	<b>-</b>	<b>302,132</b>	<b>73%</b>
<b>Classified Salaries</b>																			
2400	Clerical & Tech	11,197	(10,286)	11,197	11,197	11,197	11,197	12,308	12,815	12,778	83,601	67,841	(15,760)	86,990	108,184	108,184	-	24,583	77%
2900	OtherClassStaff	5,138	10,644	12,334	13,141	10,457	10,151	9,393	12,528	11,632	95,416	97,473	2,057	70,241	160,957	160,957	-	65,541	59%
<b>SUBTOTAL - Classified Salaries</b>		<b>16,335</b>	<b>357</b>	<b>23,531</b>	<b>24,338</b>	<b>21,654</b>	<b>21,348</b>	<b>21,700</b>	<b>25,343</b>	<b>24,410</b>	<b>179,017</b>	<b>165,314</b>	<b>(13,703)</b>	<b>157,231</b>	<b>269,141</b>	<b>269,141</b>	<b>-</b>	<b>90,124</b>	<b>67%</b>
<b>Employee Benefits</b>																			
3101	STRS	4,234	15,081	16,172	16,116	15,305	16,737	15,029	16,299	16,642	131,614	118,414	(13,200)	180,567	180,967	180,967	-	49,353	73%
3202	PERS	2,864	3,519	3,676	3,698	3,439	3,395	3,426	3,924	3,763	31,704	24,026	(7,678)	28,226	31,726	31,726	-	22	100%
3301	OASDI/Med	1,885	3,110	3,240	3,295	3,155	3,136	2,998	3,390	3,345	27,554	24,523	(3,031)	32,895	36,816	36,816	-	9,261	75%
3401	HlthWelfare	1,013	25,283	12,783	19,346	16,534	1,273	27,420	1,037	370	105,059	156,694	51,635	237,664	237,664	237,664	-	132,605	44%
3501	UnemployIns	-	144	-	149	-	-	-	373	28	695	293	(401)	799	799	799	-	104	87%
3601	WorkersCmp	2,467	822	822	822	822	-	822	822	1,644	9,043	8,945	(98)	14,963	14,963	14,963	-	5,920	60%
3701	Other Retirement	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3901	OthBenes	-	-	-	-	-	-	-	7	0	7	(3)	(10)	-	-	-	-	(7)	-
<b>SUBTOTAL - Employee Benefits</b>		<b>12,463</b>	<b>47,959</b>	<b>36,694</b>	<b>43,426</b>	<b>39,254</b>	<b>24,541</b>	<b>49,695</b>	<b>25,852</b>	<b>25,792</b>	<b>305,676</b>	<b>332,894</b>	<b>27,218</b>	<b>495,114</b>	<b>502,935</b>	<b>502,935</b>	<b>-</b>	<b>197,259</b>	<b>61%</b>
<b>Books &amp; Supplies</b>																			
4100	Text&CoreCurric	-	-	26,545	-	-	-	-	-	-	26,545	27,927	1,382	20,000	30,000	30,000	-	3,455	88%
4200	BooksOthRefMats	-	-	-	-	-	-	-	-	-	-	2,000	2,000	5,000	5,000	5,000	-	5,000	0%
4310	Ins Mats & Sups	-	-	999	-	-	-	-	-	-	999	8,350	7,351	13,446	19,377	19,377	-	18,378	5%
4315	OthrSupplies	-	-	-	-	-	-	-	479	-	479	48	(431)	-	600	600	-	121	80%
4320	Office Supplies	-	60	79	191	96	1,508	1,891	78	93	3,995	6,825	2,830	12,500	11,500	11,500	-	7,505	35%
4325	ProfDevMat&Sups	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4326	Arts&MusicSupps	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4335	PE Supplies	-	-	-	-	-	-	-	-	732	732	107	(625)	-	-	1,000	1,000	268	73%
4340	Educat Software	-	750	4,540	-	2,876	-	10,664	11,575	450	30,855	24,013	(6,842)	43,865	43,813	43,813	-	12,958	70%
4345	NonInstStdntSup	-	-	2,801	-	-	-	-	-	-	2,801	3,282	480	2,000	4,002	4,002	-	1,201	70%
4346	TeacherSupplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4350	Cust. Supplies	-	-	-	-	-	-	-	-	-	-	400	400	1,000	1,000	1,000	-	1,000	0%
4351	Yearbook	-	-	-	-	-	-	-	-	-	-	800	800	-	2,000	2,000	-	2,000	0%
4390	Uniforms	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4400	NonCapEquip-Gen	-	-	-	-	-	-	-	-	-	-	52	52	11,329	1,129	129	(1,000)	129	0%
4410	ClssrmFmEqp<5k	-	-	-	-	-	-	-	-	-	-	1,000	1,000	2,500	2,500	2,500	-	2,500	0%
4430	OfficeFurnEqp<5k	-	-	-	-	-	-	-	715	-	715	914	199	5,000	3,000	3,000	-	2,285	24%
4440	Computers <\$5k	-	-	-	-	-	-	-	-	-	-	2,000	2,000	5,000	5,000	5,000	-	5,000	0%
4460	Fixed Asset Suspense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4710	Food	-	-	-	-	-	-	25,459	25,935	-	51,393	42,901	(8,492)	115,000	50,000	95,000	45,000	43,607	54%
4720	Food:Other Food	-	-	-	-	-	-	-	-	-	-	1,800	1,800	2,000	4,500	4,500	-	4,500	0%
4990	Prior Year Exp	-	-	-	-	-	-	-	-	-	-	2,400	2,400	-	6,000	6,000	-	6,000	0%
4999	Misc Exp-Suspense	-	2,834	220	3,125	1,898	2,111	(4,949)	2,091	(122)	7,207	2,356	(4,852)	-	-	-	-	(7,207)	-
<b>SUBTOTAL - Books and Supplies</b>		<b>-</b>	<b>3,644</b>	<b>35,184</b>	<b>3,316</b>	<b>4,870</b>	<b>3,619</b>	<b>33,064</b>	<b>40,873</b>	<b>1,153</b>	<b>125,723</b>	<b>127,176</b>	<b>1,453</b>	<b>238,640</b>	<b>189,421</b>	<b>234,421</b>	<b>45,000</b>	<b>108,698</b>	<b>54%</b>

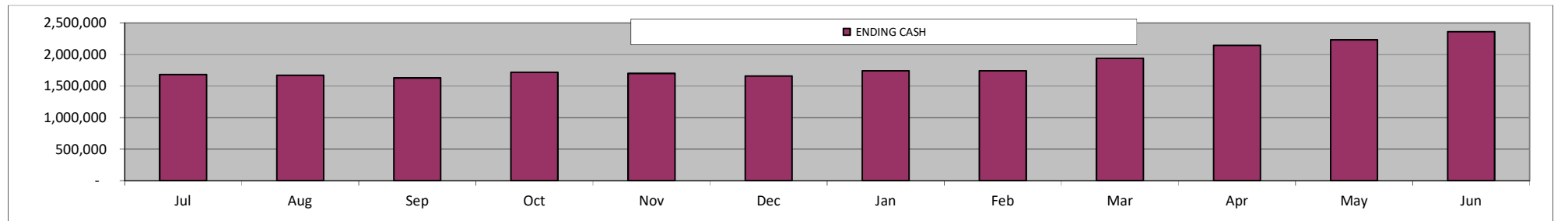
2018-19 Second Interim Budget Actuals through March 31, 2019)		Year To Date											Annual Budget						
		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Actual YTD	2nd Interim Budget YTD	Variance	Adopted July 1 Budget	2nd Interim Budget	Current Forecast	Change Since 2nd Interim	Second Interim Remaining	Actuals as % of Second Interim
<b>MSA 5</b>																			
<b>Services &amp; Other Operating Expenses</b>																			
5101	CMO Fees	8,604	8,604	8,604	8,604	8,604	8,604	8,604	8,604	8,604	77,440	70,556	(6,884)	103,253	103,253	103,253	-	25,813	75%
5205	Conference Fees	678	-	-	-	-	-	-	-	-	678	1,207	529	2,000	2,000	2,000	-	1,322	34%
5210	MilesParkTolls	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5215	TravConferences	-	-	-	-	-	-	261	-	-	261	557	295	1,000	1,000	1,000	-	739	26%
5220	TraLodging	-	-	-	-	-	-	-	-	361	361	(144)	(505)	-	-	-	-	(361)	-
5300	DuesMemberships	-	-	1,280	-	-	2,450	-	-	-	3,730	4,238	508	5,000	5,000	5,000	-	1,270	75%
5450	Other Insurance	1,607	536	536	536	536	-	536	536	1,072	5,895	6,663	768	11,836	11,836	11,836	-	5,941	50%
5500	OpsHousekeeping	-	-	-	-	-	-	-	-	-	-	206	206	515	515	515	-	515	0%
5510	Gas & Electric	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5610	Rent & Leases	789	-	-	61,667	-	-	-	59,025	15,086	136,566	81,829	(54,738)	185,000	185,000	185,000	-	48,434	74%
5620	EquipmentLeases	398	366	323	299	656	195	260	1,872	915	5,284	7,757	2,473	18,432	18,432	18,432	-	13,148	29%
5630	Reps&MaintBldng	-	-	-	-	-	-	-	-	-	-	4,000	4,000	10,000	10,000	10,000	-	10,000	0%
5800	ProfessServices	-	-	2,126	708	2,420	-	2,169	-	1,692	9,115	8,868	(247)	121,071	12,728	12,728	-	3,613	72%
5810	Legal	-	-	-	-	-	-	98	340	40	478	1,907	1,429	5,000	5,000	5,000	-	4,522	10%
5811	Property Tax	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5813	SchPrgAftSchool	-	-	5,897	5,897	2,948	2,948	2,948	2,948	2,948	26,536	21,818	(4,717)	29,484	29,484	29,484	-	2,948	90%
5814	SchPrgAcadComps	-	-	-	-	-	220	-	-	-	220	2,132	1,912	5,000	5,000	5,000	-	4,780	4%
5819	SchlProgs-Other	-	-	-	-	21	-	1,070	-	-	1,091	2,094	1,004	3,600	3,600	3,600	-	2,509	30%
5820	Audit & CPA	-	-	-	-	-	-	-	-	-	-	3,334	3,334	8,334	8,334	8,334	-	8,334	0%
5825	DMSBusinessSvcs	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5835	Field Trips	-	-	446	-	700	389	-	-	(500)	1,035	4,721	3,686	10,000	9,000	9,000	-	7,965	12%
5836	FieldTrip Trans	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5840	MarkngStdtRecrt	-	-	-	-	1,092	-	-	-	6,107	7,199	2,012	(5,187)	7,500	9,500	9,500	-	2,301	76%
5850	Oversight Fees	-	-	-	-	-	-	-	-	-	-	9,717	9,717	24,292	24,292	24,292	-	24,292	0%
5857	Payroll Fees	-	-	-	-	-	-	1,307	808	822	2,938	4,147	1,210	10,038	10,038	10,038	-	7,100	29%
5860	Service Fees	1,864	-	4	-	-	-	-	-	-	1,868	1,366	(502)	612	612	612	-	(1,256)	305%
5861	Prior Year Services	-	-	-	-	-	-	5,956	-	-	5,956	8,316	2,360	-	11,855	11,855	-	5,899	50%
5863	Prof Developmnt	-	-	-	127	1,005	-	379	100	-	1,611	4,866	3,256	10,000	10,000	10,000	-	8,389	16%
5864	Prof Dev-Other	-	-	1,377	191	159	-	782	3,750	-	6,259	8,039	1,780	20,085	20,085	20,085	-	13,826	31%
5869	SpEd Ctrct Inst	-	-	-	1,673	3,758	-	-	875	3,291	9,597	17,677	8,080	-	40,212	40,212	-	30,615	24%
5872	SpEd Fees	-	-	-	-	-	-	-	-	-	-	17,199	17,199	-	42,998	42,998	-	42,998	0%
5875	StaffRecruiting	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5884	Substitutes	-	141	3,396	-	13,676	-	480	12,059	2,938	32,690	16,892	(15,799)	20,686	30,686	30,686	-	(2,004)	107%
5890	OthSvcsNon-Inst	-	-	-	-	-	-	-	3,193	-	3,193	108,063	104,870	24,720	273,350	273,350	-	270,157	1%
5900	Communications	-	-	-	-	-	-	795	-	-	795	795	-	4,323	795	795	-	-	100%
5920	TelecomInternet	457	426	425	423	482	-	964	490	486	4,155	3,246	(909)	53,079	4,323	4,323	-	168	96%
5930	PostageDelivery	-	302	-	-	-	13	343	-	36	694	1,533	839	2,882	2,882	2,882	-	2,188	24%
5940	Technology	-	-	-	-	-	-	1,231	-	274	1,504	21,542	20,038	-	52,284	52,284	-	50,780	3%
<b>SUBTOTAL - Services &amp; Operations</b>		<b>14,397</b>	<b>10,376</b>	<b>24,415</b>	<b>80,125</b>	<b>36,057</b>	<b>14,821</b>	<b>28,183</b>	<b>94,599</b>	<b>44,174</b>	<b>347,148</b>	<b>447,153</b>	<b>100,005</b>	<b>697,742</b>	<b>944,094</b>	<b>944,094</b>	<b>-</b>	<b>596,947</b>	<b>37%</b>

2018-19 Second Interim Budget Actuals through March 31, 2019)		Year To Date											Annual Budget						
		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Actual YTD	2nd Interim Budget YTD	Variance	Adopted July 1 Budget	2nd Interim Budget	Current Forecast	Change Since 2nd Interim	Second Interim Remaining	Actuals as % of Second Interim
<b>MSA 5</b>																			
<b>Capital Outlay &amp; Depreciation</b>																			
6100	Site Imp (Pre-Capitalization)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6400	EquipFixed	-	-	-	-	-	-	-	-	-	-	8,000	8,000	-	20,000	20,000	-	20,000	0%
6900	Depreciation	-	-	-	5,860	-	-	-	-	7,325	13,184	7,618	(5,567)	17,579	17,579	17,579	-	4,395	75%
<b>SUBTOTAL - Cap Outlay &amp; Dep.</b>		-	-	-	5,860	-	-	-	-	7,325	13,184	15,618	2,433	17,579	37,579	37,579	-	24,395	35%
<b>Other Outflows</b>																			
7299	Encroachment	-	-	-	-	-	-	-	-	-	-	-	-	42,998	-	-	-	-	-
7438	InterestExpense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>SUBTOTAL - Other Outflows</b>		-	-	-	-	-	-	-	-	-	-	-	-	42,998	-	-	-	-	-
<b>TOTAL EXPENDITURES</b>		87,096	155,119	219,312	256,055	205,336	168,125	225,107	286,937	205,225	1,808,312	1,906,689	98,377	2,820,978	3,082,866	3,127,866	45,000	1,319,555	58%



**Monthly Update - 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	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	BUDGET	BUDGET	BUDGET	BUDGET	
<b>BEGINNING CASH</b>	<b>1,731,955</b>	<b>1,683,567</b>	<b>1,671,800</b>	<b>1,631,086</b>	<b>1,718,557</b>	<b>1,701,739</b>	<b>1,660,593</b>	<b>1,744,074</b>	<b>1,742,871</b>	<b>1,939,637</b>	<b>2,145,121</b>	<b>2,234,930</b>	<b>2,361,116</b>	
<b>Revenue</b>														
LCFF Entitlement	28,614	123,047	141,604	233,731	156,627	118,475	212,529	261,546	383,747	437,104	360,000	360,000	(247,160)	<b>2,569,866</b>
Federal Revenue	-	-	-	-	23,659	-	53,193	5,090	-	28,909	5,250	5,250	38,976	<b>160,327</b>
Other State Revenues	6,191	-	-	6,206	19,165	4,359	19,308	13,101	74,635	29,341	14,428	50,806	109,361	<b>346,902</b>
Other Local Revenues	2,458	(1,219)	0	28	13,063	(0)	(12,101)	38	3,531	(560)	(560)	(560)	4,769	<b>8,888</b>
<b>Total Revenue</b>	<b>37,263</b>	<b>121,828</b>	<b>141,604</b>	<b>239,966</b>	<b>212,514</b>	<b>122,834</b>	<b>272,929</b>	<b>279,775</b>	<b>461,913</b>	<b>494,795</b>	<b>379,119</b>	<b>415,497</b>	<b>(94,054)</b>	<b>3,085,982</b>
<b>Expenses</b>														
Certificated Salaries	43,901	92,783	99,488	98,991	103,500	103,797	92,464	100,269	102,371	91,805	91,805	91,805	45,745	<b>1,158,724</b>
Classified Salaries	16,335	357	23,531	24,338	21,654	21,348	21,700	25,343	24,410	18,025	18,025	18,025	49,753	<b>282,845</b>
Benefits	12,463	47,959	36,694	43,426	39,254	24,541	49,695	25,852	25,792	39,431	39,431	39,431	51,748	<b>475,717</b>
Books and Supplies	-	3,644	35,184	3,316	4,870	3,619	33,064	40,873	1,153	21,740	21,740	21,740	42,026	<b>232,968</b>
Services and Operations	14,397	10,376	24,415	80,125	36,057	14,821	28,183	94,599	44,174	119,389	119,389	119,389	138,773	<b>844,089</b>
Depreciation / Cap Outlay	-	-	-	5,860	-	-	-	-	7,325	4,879	4,879	4,879	7,325	<b>35,146</b>
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>	<b>87,096</b>	<b>155,119</b>	<b>219,312</b>	<b>256,055</b>	<b>205,336</b>	<b>168,125</b>	<b>225,107</b>	<b>286,937</b>	<b>205,225</b>	<b>295,269</b>	<b>295,269</b>	<b>295,269</b>	<b>335,371</b>	<b>3,029,490</b>
<b>Other Transactions Affecting Cash</b>														
Revenues - Prior Year Accruals	74,941	40,102	-	25,903	2,948	-	-	-	-	-	-	-	-	<b>143,894</b>
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	1,465	<b>17,579</b>
Due To (From)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Expenses - Prior Year Accruals	(77,989)	(20,810)	-	-	-	-	-	-	-	-	-	-	-	<b>(98,800)</b>
Accounts Payable - Current Year	-	(2,262)	32,499	67,304	(32,903)	(1,814)	29,699	-	(65,882)	-	-	-	-	<b>26,642</b>
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	4,494	<b>53,928</b>
Loans Payable (Current)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Loans Payable (Long Term)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Other Transactions</b>	<b>1,446</b>	<b>21,524</b>	<b>36,993</b>	<b>103,561</b>	<b>(23,996)</b>	<b>4,145</b>	<b>35,658</b>	<b>5,959</b>	<b>(59,923)</b>	<b>5,959</b>	<b>5,959</b>	<b>5,959</b>		<b>143,244</b>
<b>Total Change in Cash</b>	<b>(48,388)</b>	<b>(11,767)</b>	<b>(40,714)</b>	<b>87,471</b>	<b>(16,818)</b>	<b>(41,146)</b>	<b>83,481</b>	<b>(1,203)</b>	<b>196,766</b>	<b>205,484</b>	<b>89,808</b>	<b>126,186</b>		<b>199,736</b>
<b>ENDING CASH</b>	<b>1,683,567</b>	<b>1,671,800</b>	<b>1,631,086</b>	<b>1,718,557</b>	<b>1,701,739</b>	<b>1,660,593</b>	<b>1,744,074</b>	<b>1,742,871</b>	<b>1,939,637</b>	<b>2,145,121</b>	<b>2,234,930</b>	<b>2,361,116</b>		<b>284</b>



## MSA-6 Executive Summary

### SUMMARY OF RESULTS

This latest Current Forecast update projects a budget surplus of \$16,261.

This is an decrease of \$0 from the original Second Interim Budget projected surplus of \$16,261.

This will allow MSA-6 to end this fiscal year with a balance of \$1,620,159, which is 84.2% 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 \$1,396,392, which represents 263 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 Second Interim = increase of \$5,000, or 0.3% of Second Interim revenues)

**LCFF Entitlement:** These "Local Control Funding Formula" revenues are the primary funding source for the school.

LCFF Entitlement projected revenues are \$0 lower than in the Second Interim, due to average daily attendance (ADA) decreasing by 0.

**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 \$0 lower than in the Second Interim, due to removal of NSLP revenue and updates to ESSA funding amounts.

**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 \$0 lower than in the Second Interim, primarily due to a changes in one-time funding levels.

**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 \$5,000 higher than in the Second Interim, reflecting updated projections of fundraising and other local revenue.

### SIGNIFICANT CHANGES IN EXPENSES (Total change from Second Interim = increase of \$5,000, or 0.3% of Second Interim expenses)

**Salaries and Benefits:** This includes all employee pay, plus benefits such as retirement, healthcare, Medicare, Social Security, etc.

Salaries and Benefits costs are (\$3,000) lower than in the Second Interim, 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 \$4,763 higher than in the Second Interim, due primarily to removal of Lunch Program costs (Object 4710).

**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 \$13,237 higher than in the Second Interim, due primarily to adding back in the Prop 39 Energy Projects.

**Depreciation, Capital Outlay, and Other Outgo:** This category includes depreciation on fixed assets and interest on long-term debt.

These costs are projected at (\$10,000) lower than in the Second Interim, reflecting updated depreciation and capital outlay projections.



2018-19 Second Interim Budget Actuals through March 31, 2019)	Year To Date												Annual Budget						
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Actual YTD	2nd Interim Budget YTD	Variance	Adopted July 1 Budget	2nd Interim Budget	Current Forecast	Change Since 2nd Interim	Second Interim Remaining	Actuals as % of Second Interim	
Projected Average Daily Attendance:													148	148	-				
<b>SUMMARY</b>																			
<b>Revenue</b>																			
LCFF Entitlement	22,456	92,814	77,843	116,164	116,164	116,164	173,865	138,620	133,174	987,266	973,471	13,795	1,464,746	1,482,738	1,482,738	-	495,472	67%	
Federal Revenue	1,847	3,693	2,462	2,462	20,499	2,462	38,835	8,317	1,101	81,679	74,494	7,185	166,466	126,006	126,006	-	44,327	65%	
Other State Revenues	5,477	10,955	-	65,004	7,303	16,707	23,421	23,111	88,147	240,125	139,267	100,858	249,668	311,339	311,339	-	71,214	77%	
Other Local Revenues	-	-	-	0	1,147	1,050	-	7,100	2,615	11,912	31,151	(19,239)	15,000	16,200	21,200	5,000	9,288	56%	
<b>Total Revenue</b>	<b>29,780</b>	<b>107,462</b>	<b>80,305</b>	<b>183,631</b>	<b>145,113</b>	<b>136,384</b>	<b>236,121</b>	<b>177,148</b>	<b>225,038</b>	<b>1,320,982</b>	<b>1,218,383</b>	<b>102,598</b>	<b>1,895,880</b>	<b>1,936,283</b>	<b>1,941,283</b>	<b>5,000</b>	<b>620,302</b>	<b>68%</b>	
<b>Expenditures</b>																			
Certificated Salaries	37,902	59,182	63,807	60,015	60,340	60,065	59,307	61,015	62,165	523,798	510,080	13,718	723,179	713,967	713,967	-	190,169	73%	
Classified Salaries	3,601	8,533	9,361	9,485	8,521	8,589	9,066	10,779	10,787	78,721	75,345	3,376	111,000	124,194	124,194	-	45,473	63%	
Benefits	5,601	25,830	15,462	31,292	23,132	13,356	23,028	14,801	15,646	168,148	159,448	8,700	341,933	340,503	337,503	(3,000)	169,356	50%	
Books and Supplies	1,520	7,166	18,437	4,667	4,102	3,215	8,551	11,078	891	59,628	63,084	(3,457)	149,590	93,430	98,193	4,763	38,566	61%	
Services and Operating Exp.	8,918	37,457	19,254	28,732	29,757	15,445	44,009	44,787	31,177	259,537	287,666	(28,129)	473,140	624,706	637,943	13,237	378,406	41%	
Depreciation & Cap Outlay	-	-	-	5,519	-	-	-	-	6,459	11,978	1,601	10,377	16,557	23,222	13,222	(10,000)	1,244	91%	
Other Outflows	-	1,465	(8,042)	1,953	1,953	1,953	2,005	3,430	874	5,591	(950)	6,541	22,690	-	-	-	(5,591)	-	
<b>Total Expenditures</b>	<b>57,542</b>	<b>139,634</b>	<b>118,278</b>	<b>141,663</b>	<b>127,805</b>	<b>102,623</b>	<b>145,966</b>	<b>145,891</b>	<b>128,000</b>	<b>1,107,401</b>	<b>1,096,274</b>	<b>11,126</b>	<b>1,838,089</b>	<b>1,920,023</b>	<b>1,925,023</b>	<b>5,000</b>	<b>817,622</b>	<b>58%</b>	
<b>Net Revenues</b>											<b>213,581</b>	<b>122,109</b>	<b>91,472</b>	<b>57,791</b>	<b>16,261</b>	<b>16,261</b>	<b>-</b>	<b>(197,320)</b>	
<b>Fund Balance</b>																			
Beginning Balance (Audited)																1,603,898			
Net Revenues																16,261			
<b>Ending Fund Balance</b>																<b>1,620,159</b>			



2018-19 Second Interim Budget Actuals through March 31, 2019)		Year To Date											Annual Budget						
MSA 6		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Actual YTD	2nd Interim Budget YTD	Variance	Adopted July 1 Budget	2nd Interim Budget	Current Forecast	Change Since 2nd Interim	Second Interim Remaining	Actuals as % of Second Interim
<b>REVENUE DETAIL</b>																			
<b>LCFF Entitlement</b>																			
8011	State Aid	-	47,902	47,902	86,223	86,223	86,223	86,223	86,223	77,948	604,867	598,696	(6,171)	963,048	921,576	921,576	-	316,709	66%
8012	EPA Entitlement	-	-	-	-	-	-	57,701	-	52,326	110,027	57,701	(52,326)	175,782	203,158	203,158	-	93,131	54%
8019	Prior Year Adjustments	-	-	-	-	-	-	-	-	16	16	-	(16)	-	-	-	-	(16)	-
8096	InLieuPropTaxes	22,456	44,912	29,941	29,941	29,941	29,941	29,941	52,397	2,884	272,356	317,074	44,718	325,916	358,004	358,004	-	85,648	76%
<b>SUBTOTAL - LCFF Entitlement</b>		<b>22,456</b>	<b>92,814</b>	<b>77,843</b>	<b>116,164</b>	<b>116,164</b>	<b>116,164</b>	<b>173,865</b>	<b>138,620</b>	<b>133,174</b>	<b>987,266</b>	<b>973,471</b>	<b>(13,795)</b>	<b>1,464,746</b>	<b>1,482,738</b>	<b>1,482,738</b>	-	<b>495,472</b>	<b>67%</b>
<b>Federal Revenue</b>																			
8181	SpEd - Revenue	1,847	3,693	2,462	2,462	2,462	2,462	2,523	4,323	1,101	23,336	20,145	(3,191)	28,921	28,921	28,921	-	5,585	81%
8220	SchLunchFederal	-	-	-	-	-	-	-	-	-	-	-	-	50,307	-	-	-	-	-
8290	All Other Federal Revenue	-	-	-	-	18,037	-	36,312	3,994	-	58,343	54,349	(3,994)	87,238	97,085	97,085	-	38,742	60%
<b>SUBTOTAL - Federal Revenue</b>		<b>1,847</b>	<b>3,693</b>	<b>2,462</b>	<b>2,462</b>	<b>20,499</b>	<b>2,462</b>	<b>38,835</b>	<b>8,317</b>	<b>1,101</b>	<b>81,679</b>	<b>74,494</b>	<b>(7,185)</b>	<b>166,466</b>	<b>126,006</b>	<b>126,006</b>	-	<b>44,327</b>	<b>65%</b>
<b>Other State Revenue</b>																			
8311	SpEd Revenue	5,477	10,955	-	7,303	7,303	14,174	7,502	12,829	3,269	68,812	61,666	(7,146)	84,525	91,190	91,190	-	22,378	75%
8520	SchoolNtrState	-	-	-	-	-	-	-	-	-	-	-	-	3,800	-	-	-	-	-
8550	MandCstReimburs	-	-	-	-	-	2,533	-	10,282	-	12,815	2,533	(10,282)	55,735	31,083	31,083	-	18,268	41%
8560	StateLotteryRev	-	-	-	-	-	-	5,330	-	-	5,330	5,330	-	28,658	28,658	28,658	-	23,328	19%
8590	AllOthStateRev	-	-	-	57,701	-	-	10,589	-	84,878	153,168	69,738	(83,430)	76,950	160,409	160,409	-	7,241	95%
<b>SUBTOTAL - Other State Revenue</b>		<b>5,477</b>	<b>10,955</b>	-	<b>65,004</b>	<b>7,303</b>	<b>16,707</b>	<b>23,421</b>	<b>23,111</b>	<b>88,147</b>	<b>240,125</b>	<b>139,267</b>	<b>(100,858)</b>	<b>249,668</b>	<b>311,339</b>	<b>311,339</b>	-	<b>71,214</b>	<b>77%</b>
<b>Local Revenue</b>																			
8600	Other Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	1,200	1,200	-	1,200	0%
8634	StudentLunchFee	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8650	Leases & Rentals	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8660	Interest	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8698	OthRev-Suspense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8699	Other Revenue	-	-	0	-	1,147	1,050	14,200	(7,100)	-	9,297	32,197	22,900	15,000	15,000	20,000	5,000	10,703	46%
8701	CMO Fee - MSA-1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8702	CMO Fee - MSA-2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8703	CMO Fee - MSA-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8704	CMO Fee - MSA-4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8705	CMO Fee - MSA-5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8706	CMO Fee - MSA-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8707	CMO Fee - MSA-7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8708	CMO Fee - MSA-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8709	CMO Fee - MSA-SA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8712	CMO Fee - MSA-SD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8791	SpEd Revenue (Local)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8802	Private Donations/Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8803	Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8999	Revenues-Susp	-	-	-	0	1,147	(97)	(1,050)	(7,100)	9,715	2,615	(1,046)	(3,661)	-	-	-	-	(2,615)	-
<b>SUBTOTAL - Local Revenue</b>		<b>-</b>	<b>-</b>	<b>-</b>	<b>0</b>	<b>1,147</b>	<b>1,050</b>	<b>-</b>	<b>7,100</b>	<b>2,615</b>	<b>11,912</b>	<b>31,151</b>	<b>19,239</b>	<b>15,000</b>	<b>16,200</b>	<b>21,200</b>	<b>5,000</b>	<b>9,288</b>	<b>56%</b>
<b>TOTAL REVENUE</b>		<b>29,780</b>	<b>107,462</b>	<b>80,305</b>	<b>183,631</b>	<b>145,113</b>	<b>136,384</b>	<b>236,121</b>	<b>177,148</b>	<b>225,038</b>	<b>1,320,982</b>	<b>1,218,383</b>	<b>(102,598)</b>	<b>1,895,880</b>	<b>1,936,283</b>	<b>1,941,283</b>	<b>5,000</b>	<b>620,302</b>	<b>68%</b>

2018-19 Second Interim Budget Actuals through March 31, 2019)		Year To Date											Annual Budget						
		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Actual YTD	2nd Interim Budget YTD	Variance	Adopted July 1 Budget	2nd Interim Budget	Current Forecast	Change Since 2nd Interim	Second Interim Remaining	Actuals as % of Second Interim
<b>MSA 6</b>																			
<b>EXPENDITURES DETAIL</b>																			
<b>Certificated Salaries</b>																			
1100	TeacherSalaries	20,000	45,280	49,905	46,113	46,438	46,163	45,405	47,063	48,113	394,480	391,364	(3,117)	550,355	541,143	541,143	-	146,663	73%
1300	Cert Adminis	17,902	13,902	13,902	13,902	13,902	13,902	13,902	13,952	14,052	129,318	118,716	(10,602)	172,824	172,824	172,824	-	43,506	75%
<b>SUBTOTAL - Certificated Salaries</b>		<b>37,902</b>	<b>59,182</b>	<b>63,807</b>	<b>60,015</b>	<b>60,340</b>	<b>60,065</b>	<b>59,307</b>	<b>61,015</b>	<b>62,165</b>	<b>523,798</b>	<b>510,080</b>	<b>(13,718)</b>	<b>723,179</b>	<b>713,967</b>	<b>713,967</b>	<b>-</b>	<b>190,169</b>	<b>73%</b>
<b>Classified Salaries</b>																			
2400	Clerical & Tech	3,244	4,166	4,080	4,720	4,173	4,292	4,212	4,323	4,785	37,995	32,914	(5,081)	45,000	48,062	48,062	-	10,067	79%
2900	OtherClassStaff	356	4,367	5,281	4,766	4,347	4,297	4,855	6,456	6,002	40,726	42,431	1,704	66,000	76,132	76,132	-	35,406	53%
<b>SUBTOTAL - Classified Salaries</b>		<b>3,601</b>	<b>8,533</b>	<b>9,361</b>	<b>9,485</b>	<b>8,521</b>	<b>8,589</b>	<b>9,066</b>	<b>10,779</b>	<b>10,787</b>	<b>78,721</b>	<b>75,345</b>	<b>(3,376)</b>	<b>111,000</b>	<b>124,194</b>	<b>124,194</b>	<b>-</b>	<b>45,473</b>	<b>63%</b>
<b>Employee Benefits</b>																			
3101	STRS	1,926	9,635	9,737	9,770	9,063	9,779	9,655	9,933	10,120	79,619	72,102	(7,517)	110,560	110,960	110,960	-	31,341	72%
3202	PERS	650	1,505	1,635	1,524	1,158	1,478	1,576	1,728	1,622	12,874	12,467	(408)	20,049	20,229	20,229	-	7,355	64%
3301	OASDI/Med	823	1,507	1,638	1,593	1,524	1,525	1,550	1,706	1,723	13,588	13,535	(53)	21,709	22,029	22,029	-	8,441	62%
3401	HlthWelfare	-	12,349	1,718	17,579	10,653	575	9,513	600	712	53,700	52,388	(1,313)	173,809	171,479	168,479	(3,000)	114,779	32%
3501	UnemployIns	-	101	-	91	-	-	(0)	100	-	292	192	(100)	500	500	500	-	208	58%
3601	WorkersCmp	2,202	734	734	734	734	-	734	734	1,468	8,074	6,400	(1,674)	9,393	9,393	9,393	-	1,319	86%
3701	Other Retirement	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3901	OthBenes	-	-	-	-	-	-	-	-	-	-	2,365	2,365	5,913	5,913	5,913	-	5,913	0%
<b>SUBTOTAL - Employee Benefits</b>		<b>5,601</b>	<b>25,830</b>	<b>15,462</b>	<b>31,292</b>	<b>23,132</b>	<b>13,356</b>	<b>23,028</b>	<b>14,801</b>	<b>15,646</b>	<b>168,148</b>	<b>159,448</b>	<b>(8,700)</b>	<b>341,933</b>	<b>340,503</b>	<b>337,503</b>	<b>(3,000)</b>	<b>169,356</b>	<b>50%</b>
<b>Books &amp; Supplies</b>																			
4100	Text&CoreCurric	-	-	7,016	140	-	-	2,875	-	-	10,031	16,319	6,288	25,750	25,750	25,750	-	15,719	39%
4200	BooksOthRefMats	-	-	-	-	-	-	-	-	-	-	424	424	1,061	1,061	1,061	-	1,061	0%
4310	Ins Mats & Sups	-	-	840	-	149	-	304	7,068	-	8,360	5,021	(3,339)	7,185	17,918	17,681	(237)	9,321	47%
4315	OthrSupplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4320	Office Supplies	-	173	171	129	137	-	717	1,539	227	3,093	2,890	(203)	10,000	7,000	7,000	-	3,907	44%
4325	ProfDevMat&Sups	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4326	Arts&MusicSupps	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4335	PE Supplies	-	-	-	-	-	-	766	-	-	766	1,084	317	1,500	1,560	1,560	-	794	49%
4340	Educat Software	-	375	-	3,969	1,979	-	1,988	9,075	450	17,836	10,093	(7,743)	21,916	22,291	22,291	-	4,455	80%
4345	NonInstStdntSup	-	-	-	-	-	-	1,201	657	-	1,858	1,975	117	2,652	3,792	3,792	-	1,934	49%
4346	TeacherSupplies	-	-	46	-	-	-	-	54	-	100	1,259	1,159	1,132	3,132	3,132	-	3,032	3%
4350	Cust. Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4351	Yearbook	-	-	-	-	-	-	-	-	-	-	600	600	1,500	1,500	1,500	-	1,500	0%
4390	Uniforms	-	-	-	-	-	-	-	-	-	-	800	800	2,000	2,000	2,000	-	2,000	0%
4400	NonCapEquip-Gen	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4410	ClssrmFrmEqp<5k	-	-	-	-	-	-	-	-	-	-	400	400	1,000	1,000	1,000	-	1,000	0%
4430	OffceFurnEqp<5k	-	-	-	-	-	-	-	-	-	-	1,000	1,000	2,500	2,500	2,500	-	2,500	0%
4440	Computers <\$5k	-	-	-	-	-	-	752	-	-	752	2,986	2,233	4,000	1,335	6,335	5,000	5,583	12%
4460	Fixed Asset Suspense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4710	Food	-	-	-	-	-	-	-	-	-	-	-	-	65,803	-	-	-	-	-
4720	Food:Other Food	-	-	-	-	-	-	-	461	-	461	852	391	1,591	2,591	2,591	-	2,130	18%
4990	Prior Year Exp	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4999	Misc Exp-Suspense	1,520	6,618	10,364	429	1,838	3,215	(53)	(7,775)	215	16,371	17,383	1,012	-	-	-	-	(16,371)	-
<b>SUBTOTAL - Books and Supplies</b>		<b>1,520</b>	<b>7,166</b>	<b>18,437</b>	<b>4,667</b>	<b>4,102</b>	<b>3,215</b>	<b>8,551</b>	<b>11,078</b>	<b>891</b>	<b>59,628</b>	<b>63,084</b>	<b>3,457</b>	<b>149,590</b>	<b>93,430</b>	<b>98,193</b>	<b>4,763</b>	<b>38,566</b>	<b>61%</b>

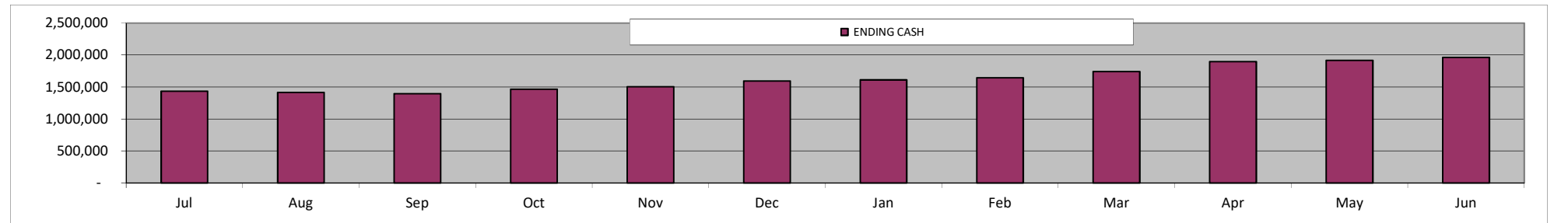
2018-19 Second Interim Budget Actuals through March 31, 2019)		Year To Date											Annual Budget						
		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Actual YTD	2nd Interim Budget YTD	Variance	Adopted July 1 Budget	2nd Interim Budget	Current Forecast	Change Since 2nd Interim	Second Interim Remaining	Actuals as % of Second Interim
<b>MSA 6</b>																			
<b>Services &amp; Other Operating Expenses</b>																			
5101	CMO Fees	3,871	3,871	3,871	3,871	3,871	3,871	3,871	3,871	3,871	34,839	31,742	(3,097)	46,452	46,452	46,452	-	11,613	75%
5205	Conference Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5210	MilesParkTolls	-	-	84	198	630	104	0	0	37	1,054	1,213	159	1,545	1,545	1,545	-	491	68%
5215	TravConferences	-	-	-	-	-	-	-	-	-	-	224	224	561	561	561	-	561	0%
5220	TraLodging	-	-	-	-	-	-	-	-	-	-	512	512	1,000	1,280	1,280	-	1,280	0%
5300	DuesMemberships	-	970	900	-	-	-	2,025	33	1,550	5,478	3,899	(1,579)	1,937	5,487	5,487	-	9	100%
5450	Other Insurance	1,553	518	518	518	518	-	518	518	1,036	5,697	6,173	476	10,771	10,771	10,771	-	5,074	53%
5500	OpsHousekeeping	-	-	-	312	-	-	156	0	189	657	1,005	348	2,000	2,000	2,000	-	1,343	33%
5510	Gas & Electric	317	57	21	570	511	0	493	71	925	2,965	3,956	990	7,931	7,931	7,931	-	4,966	37%
5610	Rent & Leases	-	19,000	9,500	9,500	9,500	9,500	9,500	9,500	9,500	85,500	77,900	(7,600)	114,000	114,000	114,000	-	28,500	75%
5620	EquipmentLeases	-	-	419	437	420	214	570	382	499	2,942	2,921	(21)	5,092	5,092	5,092	-	2,150	58%
5630	Reps&MaintBldng	-	-	-	-	-	-	-	-	-	-	800	800	2,000	2,000	2,000	-	2,000	0%
5800	ProfessServices	-	6,825	907	4,828	6,125	-	8,307	-	7,797	34,789	37,405	2,615	86,753	49,188	60,820	11,632	26,031	57%
5810	Legal	-	-	83	568	-	-	4,729	-	-	5,379	11,227	5,848	20,000	20,000	20,000	-	14,621	27%
5811	Property Tax	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5813	SchPrgAftSchool	-	-	-	-	-	-	-	-	-	-	-	-	3,000	-	-	-	-	-
5814	SchPrgAcadComps	-	-	-	-	-	-	-	116	-	116	354	238	1,000	1,000	1,000	-	885	12%
5819	SchlProgs-Other	-	-	-	-	-	-	-	-	-	-	4,120	4,120	10,000	10,000	10,300	300	10,300	0%
5820	Audit & CPA	-	875	-	148	-	-	700	0	-	1,723	2,943	1,220	4,774	4,774	4,774	-	3,051	36%
5825	DMSBusinessSvcs	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5835	Field Trips	-	-	-	1,368	1,318	-	-	1,085	690	4,461	7,075	2,615	10,000	14,067	15,435	1,368	10,974	29%
5836	FieldTrip Trans	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5840	MarkngStdtRecrt	-	-	-	1,317	-	-	7,160	2,160	-	10,637	10,222	(415)	18,000	15,000	15,000	-	4,363	71%
5850	Oversight Fees	870	1,480	1,160	1,160	1,160	1,160	1,160	2,030	1,275	11,453	9,870	(1,584)	15,756	15,756	15,756	-	4,303	73%
5857	Payroll Fees	-	-	-	-	-	-	987	614	624	2,225	4,434	2,210	10,844	10,844	10,844	-	8,619	21%
5860	Service Fees	-	-	3	1,148	-	-	0	(0)	-	1,152	1,703	551	530	2,530	2,530	-	1,378	46%
5861	Prior Year Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5863	Prof Developmnt	-	-	-	-	-	-	-	1,871	975	2,846	1,150	(1,696)	2,000	5,720	5,720	-	2,874	50%
5864	Prof Dev-Other	-	-	-	-	-	-	-	12	-	12	6,175	6,164	23,000	15,450	15,450	-	15,439	0%
5869	SpEd Ctrct Inst	-	-	-	-	3,188	-	-	15,340	-	18,529	18,182	(346)	-	56,077	56,014	(63)	37,485	33%
5872	SpEd Fees	1,465	1,465	977	(0)	-	0	-	(0)	-	3,906	11,420	7,514	-	22,690	22,690	-	18,784	17%
5875	StaffRecruiting	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5884	Substitutes	-	1,614	-	-	939	595	-	754	1,015	4,917	7,581	2,664	16,000	16,000	16,000	-	11,083	31%
5890	OthSvcsNon-Inst	-	-	-	-	767	-	-	2,300	-	3,066	767	(2,300)	10,943	121,240	121,240	-	118,174	3%
5900	Communications	-	-	-	1,575	-	-	-	200	-	1,775	1,665	(110)	3,090	2,000	2,000	-	225	89%
5920	TelecomInternet	842	784	811	812	812	0	2,153	1,239	1,193	8,644	7,991	(654)	39,161	13,090	13,090	-	4,446	66%
5930	PostageDelivery	-	-	-	403	-	-	451	-	-	853	2,512	1,659	5,000	5,000	5,000	-	4,147	17%
5940	Technology	-	-	-	-	-	-	1,231	2,692	-	3,923	10,526	6,603	-	27,161	27,161	-	23,238	14%
<b>SUBTOTAL - Services &amp; Operations</b>		<b>8,918</b>	<b>37,457</b>	<b>19,254</b>	<b>28,732</b>	<b>29,757</b>	<b>15,445</b>	<b>44,009</b>	<b>44,787</b>	<b>31,177</b>	<b>259,537</b>	<b>287,666</b>	<b>28,129</b>	<b>473,140</b>	<b>624,706</b>	<b>637,943</b>	<b>13,237</b>	<b>378,406</b>	<b>41%</b>

2018-19 Second Interim Budget Actuals through March 31, 2019)		Year To Date											Annual Budget							
		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Actual YTD	2nd Interim Budget YTD	Variance	Adopted July 1 Budget	2nd Interim Budget	Current Forecast	Change Since 2nd Interim	Second Interim Remaining	Actuals as % of Second Interim	
<b>MSA 6</b>																				
<b>Capital Outlay &amp; Depreciation</b>																				
6100	Site Imp (Pre-Capitalization)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
6400	EquipFixed	-	-	-	-	-	-	-	-	6,459	6,459	(3,918)	(10,377)	-	6,665	(3,335)	(10,000)	(9,794)	-194%	
6900	Depreciation	-	-	-	5,519	-	-	-	-	-	5,519	5,519	-	16,557	16,557	16,557	-	11,038	33%	
<b>SUBTOTAL - Cap Outlay &amp; Dep.</b>		-	-	-	5,519	-	-	-	-	6,459	11,978	1,601	(10,377)	16,557	23,222	13,222	(10,000)	1,244	91%	
<b>Other Outflows</b>																				
7299	Encroachment	-	1,465	(8,042)	1,953	1,953	1,953	2,005	3,430	874	5,591	(950)	(6,541)	22,690	-	-	-	(5,591)	-	
7438	InterestExpense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>SUBTOTAL - Other Outflows</b>		-	1,465	(8,042)	1,953	1,953	1,953	2,005	3,430	874	5,591	(950)	(6,541)	22,690	-	-	-	(5,591)	-	
<b>TOTAL EXPENDITURES</b>		57,542	139,634	118,278	141,663	127,805	102,623	145,966	145,891	128,000	1,107,401	1,096,274	(11,126)	1,838,089	1,920,023	1,925,023	5,000	817,622	58%	

**Monthly Update - 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	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	BUDGET	BUDGET	BUDGET	BUDGET	
<b>BEGINNING CASH</b>	<b>1,442,531</b>	<b>1,431,964</b>	<b>1,415,240</b>	<b>1,396,392</b>	<b>1,464,610</b>	<b>1,503,878</b>	<b>1,592,794</b>	<b>1,609,394</b>	<b>1,643,373</b>	<b>1,741,992</b>	<b>1,895,469</b>	<b>1,915,879</b>	<b>1,964,838</b>	
<b>Revenue</b>														
LCFF Entitlement	22,456	92,814	77,843	116,164	116,164	116,164	173,865	138,620	133,174	186,701	129,000	129,000	64,566	1,496,533
Federal Revenue	1,847	3,693	2,462	2,462	20,499	2,462	38,835	8,317	1,101	19,154	1,117	1,117	30,124	133,191
Other State Revenues	5,477	10,955	-	65,004	7,303	16,707	23,421	23,111	88,147	61,806	4,476	33,026	72,766	412,198
Other Local Revenues	-	-	-	0	1,147	1,050	-	7,100	2,615	14,477	14,477	14,477	(53,382)	1,961
<b>Total Revenue</b>	<b>29,780</b>	<b>107,462</b>	<b>80,305</b>	<b>183,631</b>	<b>145,113</b>	<b>136,384</b>	<b>236,121</b>	<b>177,148</b>	<b>225,038</b>	<b>282,138</b>	<b>149,070</b>	<b>177,620</b>	<b>114,073</b>	<b>2,043,882</b>
<b>Expenses</b>														
Certificated Salaries	37,902	59,182	63,807	60,015	60,340	60,065	59,307	61,015	62,165	54,731	54,731	54,731	39,694	727,685
Classified Salaries	3,601	8,533	9,361	9,485	8,521	8,589	9,066	10,779	10,787	9,095	9,095	9,095	21,565	127,571
Benefits	5,601	25,830	15,462	31,292	23,132	13,356	23,028	14,801	15,646	10,874	10,874	10,874	145,434	346,203
Books and Supplies	1,520	7,166	18,437	4,667	4,102	3,215	8,551	11,078	891	7,713	7,713	7,713	11,970	94,736
Services and Operations	8,918	37,457	19,254	28,732	29,757	15,445	44,009	44,787	31,177	52,047	52,047	52,047	194,138	609,815
Depreciation / Cap Outlay	-	-	-	5,519	-	-	-	-	6,459	(1,959)	(1,959)	(1,959)	17,497	23,599
Other Outflows	-	1,465	(8,042)	1,953	1,953	1,953	2,005	3,430	874	(1,118)	(1,118)	(1,118)	4,304	6,541
<b>Total Expenses</b>	<b>57,542</b>	<b>139,634</b>	<b>118,278</b>	<b>141,663</b>	<b>127,805</b>	<b>102,623</b>	<b>145,966</b>	<b>145,891</b>	<b>128,000</b>	<b>131,382</b>	<b>131,382</b>	<b>131,382</b>	<b>434,602</b>	<b>1,936,149</b>
<b>Other Transactions Affecting Cash</b>														
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	-	-	(76,278)	-	(1,141)	-	-	-	-	(59,101)
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)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Other Transactions</b>	<b>17,195</b>	<b>15,447</b>	<b>19,126</b>	<b>26,250</b>	<b>21,959</b>	<b>55,156</b>	<b>(73,556)</b>	<b>2,722</b>	<b>1,581</b>	<b>2,722</b>	<b>2,722</b>	<b>2,722</b>	<b>-</b>	<b>94,045</b>
<b>Total Change in Cash</b>	<b>(10,567)</b>	<b>(16,725)</b>	<b>(18,847)</b>	<b>68,218</b>	<b>39,268</b>	<b>88,917</b>	<b>16,600</b>	<b>33,979</b>	<b>98,619</b>	<b>153,477</b>	<b>20,409</b>	<b>48,959</b>	<b>-</b>	<b>201,778</b>

<b>ENDING CASH</b>	<b>1,431,964</b>	<b>1,415,240</b>	<b>1,396,392</b>	<b>1,464,610</b>	<b>1,503,878</b>	<b>1,592,794</b>	<b>1,609,394</b>	<b>1,643,373</b>	<b>1,741,992</b>	<b>1,895,469</b>	<b>1,915,879</b>	<b>1,964,838</b>
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## MSA-7 Executive Summary

### SUMMARY OF RESULTS

This latest Current Forecast update projects a budget deficit of (\$277,763).

This is an decrease of (\$0) from the original Second Interim Budget projected deficit of (\$277,763).

This will allow MSA-7 to end this fiscal year with a balance of \$1,220,433, which is 28.4% 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 \$836,866, which represents 72 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 Second Interim = increase of \$10,955, or 0.3% of Second Interim revenues)

**LCFF Entitlement:** These "Local Control Funding Formula" revenues are the primary funding source for the school.

LCFF Entitlement projected revenues are \$0 lower than in the Second Interim, due to average daily attendance (ADA) decreasing by 0.

**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 \$0 lower than in the Second Interim, due to removal of NSLP revenue and updates to ESSA funding amounts.

**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 \$0 lower than in the Second Interim, primarily due to a changes in one-time funding levels.

**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 \$10,955 higher than in the Second Interim, reflecting updated projections of fundraising and other local revenue.

### SIGNIFICANT CHANGES IN EXPENSES (Total change from Second Interim = increase of \$10,955, or 0.3% of Second Interim expenses)

**Salaries and Benefits:** This includes all employee pay, plus benefits such as retirement, healthcare, Medicare, Social Security, etc.

Salaries and Benefits costs are \$0 lower than in the Second Interim, 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 (\$27,410) lower than in the Second Interim, due primarily to removal of Lunch Program costs (Object 4710).

**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 \$2,639 higher than in the Second Interim, due primarily to adding back in the Prop 39 Energy Projects.

**Depreciation, Capital Outlay, and Other Outgo:** This category includes depreciation on fixed assets and interest on long-term debt.

These costs are projected at \$35,726 higher than in the Second Interim, reflecting \$350k in capital improvements.



2018-19 Second Interim Budget Actuals through March 31, 2019)	Year To Date												Annual Budget					
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Actual YTD	2nd Interim Budget YTD	Variance	Adopted July 1 Budget	2nd Interim Budget	Current Forecast	Change Since 2nd Interim	Second Interim Remaining	Actuals as % of Second Interim
<b>MSA 7</b>																		
Projected Average Daily Attendance:														278	278	-		
<b>SUMMARY</b>																		
<b>Revenue</b>																		
LCFF Entitlement	39,774	163,536	137,019	204,208	204,208	204,208	402,239	243,982	304,137	1,903,313	1,935,193	(31,880)	2,757,763	2,794,305	2,794,305	-	890,992	68%
Federal Revenue	22,640	6,541	(15,009)	4,361	30,540	4,361	194,432	9,517	5,155	262,538	252,307	10,230	249,020	444,804	444,804	-	182,266	59%
Other State Revenues	9,702	19,403	-	111,950	119,405	29,046	(64,921)	46,148	238,977	509,711	547,586	(37,875)	672,875	720,162	720,162	-	210,451	71%
Other Local Revenues	4,833	646	95	5,169	249	5,248	(2,155)	122,748	(74,950)	61,884	72,743	(10,860)	27,052	48,773	59,728	10,955	(2,155)	104%
<b>Total Revenue</b>	<b>76,949</b>	<b>190,126</b>	<b>122,106</b>	<b>325,689</b>	<b>354,403</b>	<b>242,863</b>	<b>529,595</b>	<b>422,396</b>	<b>473,319</b>	<b>2,737,444</b>	<b>2,807,829</b>	<b>(70,385)</b>	<b>3,706,710</b>	<b>4,008,045</b>	<b>4,018,999</b>	<b>10,955</b>	<b>1,281,555</b>	<b>68%</b>
<b>Expenditures</b>																		
Certificated Salaries	78,995	91,319	92,062	91,584	93,134	91,984	90,984	92,484	93,260	815,806	802,035	13,771	1,135,377	1,185,835	1,185,835	-	370,029	69%
Classified Salaries	16,649	19,588	29,948	31,072	26,771	28,802	30,245	32,859	32,408	248,342	236,453	11,889	269,611	381,786	381,786	-	133,444	65%
Benefits	14,223	47,944	26,467	52,533	38,569	23,971	51,425	26,997	30,311	312,439	292,777	19,662	473,427	499,364	499,364	-	186,925	63%
Books and Supplies	-	2,265	41,000	(4,242)	18,944	17,422	3,935	6,692	(816)	85,202	100,746	(15,544)	227,293	166,162	138,752	(27,410)	53,550	61%
Services and Operating Exp.	78,255	87,950	121,244	120,656	115,857	101,604	130,042	102,931	106,705	965,245	930,099	35,146	1,442,279	1,673,671	1,676,310	2,639	711,065	58%
Depreciation & Cap Outlay	-	-	-	5,329	12,268	-	7,819	84,246	-	109,662	204,000	(94,338)	15,987	378,990	414,715	35,726	305,053	26%
Other Outflows	-	2,594	(11,206)	3,459	3,459	3,459	3,551	6,076	3,419	14,813	15,318	(505)	42,987	-	-	-	(14,813)	-
<b>Total Expenditures</b>	<b>188,123</b>	<b>251,661</b>	<b>299,516</b>	<b>300,392</b>	<b>309,002</b>	<b>267,243</b>	<b>318,001</b>	<b>352,285</b>	<b>265,287</b>	<b>2,551,509</b>	<b>2,581,427</b>	<b>(29,919)</b>	<b>3,606,961</b>	<b>4,285,808</b>	<b>4,296,762</b>	<b>10,955</b>	<b>1,745,254</b>	<b>59%</b>
<b>Net Revenues</b>										<b>185,936</b>	<b>226,402</b>	<b>(40,466)</b>	<b>99,749</b>	<b>(277,763)</b>	<b>(277,763)</b>	<b>(0)</b>	<b>(463,699)</b>	
<b>Fund Balance</b>																		
Beginning Balance (Audited)															1,498,196			
Net Revenues															(277,763)			
<b>Ending Fund Balance</b>															<b>1,220,433</b>			



2018-19 Second Interim Budget Actuals through March 31, 2019)		Year To Date											Annual Budget						
		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Actual YTD	2nd Interim Budget YTD	Variance	Adopted July 1 Budget	2nd Interim Budget	Current Forecast	Change Since 2nd Interim	Second Interim Remaining	Actuals as % of Second Interim
<b>MSA 7</b>																			
<b>REVENUE DETAIL</b>																			
<b>LCFF Entitlement</b>																			
8011	State Aid	-	83,987	83,987	151,176	151,176	151,176	151,176	164,734	1,088,588	1,072,678	(15,910)	1,817,619	1,755,504	1,755,504	-	666,916	62%	
8012	EPA Entitlement	-	-	-	-	-	-	198,031	106,228	304,259	298,031	(6,228)	322,659	368,515	368,515	-	64,256	83%	
8019	Prior Year Adjustments	-	-	-	-	-	-	-	748	748	-	(748)	-	-	-	-	(748)	-	
8096	InLieuPropTaxes	39,774	79,549	53,032	53,032	53,032	53,032	92,806	32,427	509,718	564,484	54,766	617,485	670,286	670,286	-	160,568	76%	
<b>SUBTOTAL - LCFF Entitlement</b>		<b>39,774</b>	<b>163,536</b>	<b>137,019</b>	<b>204,208</b>	<b>204,208</b>	<b>204,208</b>	<b>402,239</b>	<b>243,982</b>	<b>304,137</b>	<b>1,903,313</b>	<b>1,935,193</b>	<b>31,880</b>	<b>2,757,763</b>	<b>2,794,305</b>	<b>2,794,305</b>	<b>-</b>	<b>890,992</b>	<b>68%</b>
<b>Federal Revenue</b>																			
8181	SpEd - Revenue	3,271	6,541	4,361	4,361	4,361	4,469	7,658	4,310	43,692	36,165	(7,526)	54,794	54,794	54,794	-	11,102	80%	
8220	SchLunchFederal	19,369	-	(19,369)	-	-	-	-	-	-	-	-	80,273	-	-	-	-	-	
8290	All Other Federal Revenue	-	-	-	-	26,179	189,963	1,859	845	218,846	216,142	(2,704)	113,953	390,010	390,010	-	171,164	56%	
<b>SUBTOTAL - Federal Revenue</b>		<b>22,640</b>	<b>6,541</b>	<b>(15,009)</b>	<b>4,361</b>	<b>30,540</b>	<b>4,361</b>	<b>194,432</b>	<b>9,517</b>	<b>5,155</b>	<b>262,538</b>	<b>252,307</b>	<b>(10,230)</b>	<b>249,020</b>	<b>444,804</b>	<b>444,804</b>	<b>-</b>	<b>182,266</b>	<b>59%</b>
<b>Other State Revenue</b>																			
8311	SpEd Revenue	9,702	19,403	-	12,935	12,935	24,559	13,288	22,722	12,789	128,334	140,823	12,489	160,141	171,416	171,416	-	43,082	75%
8520	SchoolNtrState	-	-	-	-	-	-	-	-	-	-	-	-	6,152	-	-	-	-	
8550	MandCstReimburs	-	-	-	-	-	4,487	-	23,426	-	27,913	54,487	26,574	98,718	55,053	55,053	-	27,140	51%
8560	StateLotteryRev	-	-	-	-	-	-	12,384	-	-	12,384	-	-	54,298	54,298	54,298	-	41,914	23%
8590	AllOthStateRev	-	-	-	99,015	106,470	-	(90,593)	-	226,188	341,080	339,892	(1,188)	353,566	439,395	439,395	-	98,315	78%
<b>SUBTOTAL - Other State Revenue</b>		<b>9,702</b>	<b>19,403</b>	<b>-</b>	<b>111,950</b>	<b>119,405</b>	<b>29,046</b>	<b>(64,921)</b>	<b>46,148</b>	<b>238,977</b>	<b>509,711</b>	<b>547,586</b>	<b>37,875</b>	<b>672,875</b>	<b>720,162</b>	<b>720,162</b>	<b>-</b>	<b>210,451</b>	<b>71%</b>
<b>Local Revenue</b>																			
8600	Other Local Revenue	-	-	-	-	-	-	30,439	-	30,439	60,000	29,561	-	31,639	31,639	-	1,200	96%	
8634	StudentLunchFee	-	-	-	-	-	-	-	23	23	(9)	(32)	10,560	-	-	-	(23)	-	
8650	Leases & Rentals	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8660	Interest	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8698	OthRev-Suspense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8699	Other Revenue	90	646	-	5,264	-	249	6,232	312	17,047	29,841	11,781	(18,060)	16,492	17,134	28,089	10,955	(1,752)	106%
8701	CMO Fee - MSA-1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8702	CMO Fee - MSA-2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8703	CMO Fee - MSA-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8704	CMO Fee - MSA-4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8705	CMO Fee - MSA-5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8706	CMO Fee - MSA-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8707	CMO Fee - MSA-7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8708	CMO Fee - MSA-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8709	CMO Fee - MSA-SA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8712	CMO Fee - MSA-SD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8791	SpEd Revenue (Local)	1,581	-	-	-	-	-	-	-	1,581	949	(632)	-	-	-	-	(1,581)	-	
8802	Private Donations/Grants	1,581	-	-	-	-	-	(1,581)	-	-	-	-	-	-	-	-	-	-	
8803	Fundraising	1,581	-	-	-	-	-	(1,581)	-	-	-	-	-	-	-	-	-	-	
8999	Revenues-Susp	-	-	95	(95)	249	4,999	(5,225)	91,997	(92,020)	-	23	23	-	-	-	-	-	
<b>SUBTOTAL - Local Revenue</b>		<b>4,833</b>	<b>646</b>	<b>95</b>	<b>5,169</b>	<b>249</b>	<b>5,248</b>	<b>(2,155)</b>	<b>122,748</b>	<b>(74,950)</b>	<b>61,884</b>	<b>72,743</b>	<b>10,860</b>	<b>27,052</b>	<b>48,773</b>	<b>59,728</b>	<b>10,955</b>	<b>(2,155)</b>	<b>104%</b>
<b>TOTAL REVENUE</b>		<b>76,949</b>	<b>190,126</b>	<b>122,106</b>	<b>325,689</b>	<b>354,403</b>	<b>242,863</b>	<b>529,595</b>	<b>422,396</b>	<b>473,319</b>	<b>2,737,444</b>	<b>2,807,829</b>	<b>70,385</b>	<b>3,706,710</b>	<b>4,008,045</b>	<b>4,018,999</b>	<b>10,955</b>	<b>1,281,555</b>	<b>68%</b>

2018-19 Second Interim Budget Actuals through March 31, 2019)		Year To Date											Annual Budget						
		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Actual YTD	2nd Interim Budget YTD	Variance	Adopted July 1 Budget	2nd Interim Budget	Current Forecast	Change Since 2nd Interim	Second Interim Remaining	Actuals as % of Second Interim
<b>MSA 7</b>																			
<b>EXPENDITURES DETAIL</b>																			
<b>Certificated Salaries</b>																			
1100	TeacherSalaries	50,150	76,481	77,224	76,746	78,296	77,146	76,146	77,646	78,422	668,257	666,356	(1,901)	951,321	993,772	993,772	-	325,515	67%
1300	Cert Adminis	28,845	14,838	14,838	14,838	14,838	14,838	14,838	14,838	14,838	147,549	135,679	(11,870)	184,056	192,063	192,063	-	44,514	77%
<b>SUBTOTAL - Certificated Salaries</b>		<b>78,995</b>	<b>91,319</b>	<b>92,062</b>	<b>91,584</b>	<b>93,134</b>	<b>91,984</b>	<b>90,984</b>	<b>92,484</b>	<b>93,260</b>	<b>815,806</b>	<b>802,035</b>	<b>(13,771)</b>	<b>1,135,377</b>	<b>1,185,835</b>	<b>1,185,835</b>	<b>-</b>	<b>370,029</b>	<b>69%</b>
<b>Classified Salaries</b>																			
2400	Clerical & Tech	8,368	10,211	14,097	14,176	11,361	12,050	12,007	13,423	12,569	108,262	97,970	(10,293)	83,167	147,511	147,511	-	39,249	73%
2900	OtherClassStaff	8,281	9,377	15,851	16,896	15,410	16,752	18,238	19,436	19,839	140,080	138,483	(1,597)	186,444	234,275	234,275	-	94,195	60%
<b>SUBTOTAL - Classified Salaries</b>		<b>16,649</b>	<b>19,588</b>	<b>29,948</b>	<b>31,072</b>	<b>26,771</b>	<b>28,802</b>	<b>30,245</b>	<b>32,859</b>	<b>32,408</b>	<b>248,342</b>	<b>236,453</b>	<b>(11,889)</b>	<b>269,611</b>	<b>381,786</b>	<b>381,786</b>	<b>-</b>	<b>133,444</b>	<b>65%</b>
<b>Employee Benefits</b>																			
3101	STRS	6,689	15,177	15,256	15,318	14,914	15,495	15,140	15,032	15,158	128,181	120,813	(7,368)	170,885	185,237	185,237	-	57,056	69%
3202	PERS	1,523	3,386	4,445	4,560	3,771	4,167	4,832	5,497	5,437	37,616	33,648	(3,968)	48,036	55,030	55,030	-	17,414	68%
3301	OASDI/Med	2,417	2,814	3,509	3,536	3,180	3,323	3,506	3,851	3,828	29,963	29,088	(874)	42,403	46,973	46,973	-	17,011	64%
3401	HlthWelfare	-	25,203	2,059	27,757	15,506	986	26,748	1,235	3,462	102,956	98,258	(4,698)	195,412	195,412	195,412	-	92,456	53%
3501	UnemployIns	-	166	-	164	-	-	0	181	27	538	330	(208)	872	892	892	-	354	60%
3601	WorkersCmp	3,594	1,198	1,198	1,198	1,198	-	1,198	1,198	2,396	13,178	10,641	(2,537)	15,820	15,820	15,820	-	2,642	83%
3701	Other Retirement	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3901	OthBenes	-	-	-	-	-	-	2	3	2	7	(1)	(8)	-	-	-	-	(7)	-
<b>SUBTOTAL - Employee Benefits</b>		<b>14,223</b>	<b>47,944</b>	<b>26,467</b>	<b>52,533</b>	<b>38,569</b>	<b>23,971</b>	<b>51,425</b>	<b>26,997</b>	<b>30,311</b>	<b>312,439</b>	<b>292,777</b>	<b>(19,662)</b>	<b>473,427</b>	<b>499,364</b>	<b>499,364</b>	<b>-</b>	<b>186,925</b>	<b>63%</b>
<b>Books &amp; Supplies</b>																			
4100	Text&CoreCurric	-	-	13,270	28	-	7,691	-	2,796	-	23,784	22,451	(1,333)	28,840	27,440	27,440	-	3,656	87%
4200	BooksOthRefMats	-	-	-	-	-	-	-	-	-	-	412	412	1,030	1,030	1,030	-	1,030	0%
4310	Ins Mats & Sups	-	-	371	146	856	150	-	0	40	1,564	11,295	9,731	6,369	40,378	25,993	(14,385)	24,429	6%
4315	OthrSupplies	-	-	-	613	-	-	127	0	118	858	5,753	4,895	-	16,672	13,391	(3,281)	12,533	6%
4320	Office Supplies	-	-	1,915	1,081	335	-	1,033	2,509	228	7,100	5,123	(1,977)	12,000	9,000	9,000	-	1,900	79%
4325	ProfDevMat&Sups	-	-	-	-	-	-	-	-	-	-	400	400	1,000	1,000	1,000	-	1,000	0%
4326	Arts&MusicSupps	-	-	-	-	-	-	-	-	26	26	1,226	1,200	3,090	3,090	3,090	-	3,064	1%
4335	PE Supplies	-	-	-	-	-	1,207	-	-	-	1,207	1,548	341	2,060	2,060	2,060	-	853	59%
4340	Educat Software	-	375	2,851	3,985	3,692	-	2,188	-	450	13,540	15,523	1,983	19,248	19,623	19,623	-	6,084	69%
4345	NonInstStdntSup	-	-	-	22	-	-	211	-	25	258	1,228	970	1,545	2,745	2,745	-	2,487	9%
4346	TeacherSupplies	-	-	-	-	-	-	-	-	-	-	989	989	2,472	2,472	2,472	-	2,472	0%
4350	Cust. Supplies	-	-	1,585	1,571	714	0	918	779	1,761	7,328	5,152	(2,176)	8,240	8,240	8,240	-	912	89%
4351	Yearbook	-	-	-	-	-	-	849	-	-	849	1,551	702	783	2,603	2,603	-	1,754	33%
4390	Uniforms	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4400	NonCapEquip-Gen	-	-	-	-	-	-	-	-	-	-	1,720	1,720	10,300	4,300	4,300	-	4,300	0%
4410	ClssrmFrmEqp<5k	-	-	-	-	4,809	-	-	-	-	4,809	4,159	(650)	3,184	3,184	3,184	-	(1,625)	151%
4430	OfficeFurnEqp<5k	-	-	12	685	-	-	427	-	-	1,125	2,302	1,177	5,056	4,068	4,068	-	2,943	28%
4440	Computers <\$5k	-	-	-	-	-	-	-	-	-	-	1,200	1,200	12,000	3,000	3,000	-	3,000	0%
4460	Fixed Asset Suspense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4710	Food	-	-	-	-	-	-	-	-	-	-	-	-	108,016	-	-	-	-	-
4720	Food:Other Food	-	-	768	-	-	-	406	0	1,615	2,789	2,264	(525)	2,060	15,257	5,513	(9,744)	2,724	51%
4990	Prior Year Exp	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4999	Misc Exp-Suspense	-	1,890	20,229	(12,372)	8,538	8,375	(2,224)	608	(5,080)	19,965	16,450	(3,515)	-	-	-	-	(19,965)	-
<b>SUBTOTAL - Books and Supplies</b>		<b>-</b>	<b>2,265</b>	<b>41,000</b>	<b>(4,242)</b>	<b>18,944</b>	<b>17,422</b>	<b>3,935</b>	<b>6,692</b>	<b>(816)</b>	<b>85,202</b>	<b>100,746</b>	<b>15,544</b>	<b>227,293</b>	<b>166,162</b>	<b>138,752</b>	<b>(27,410)</b>	<b>53,550</b>	<b>61%</b>

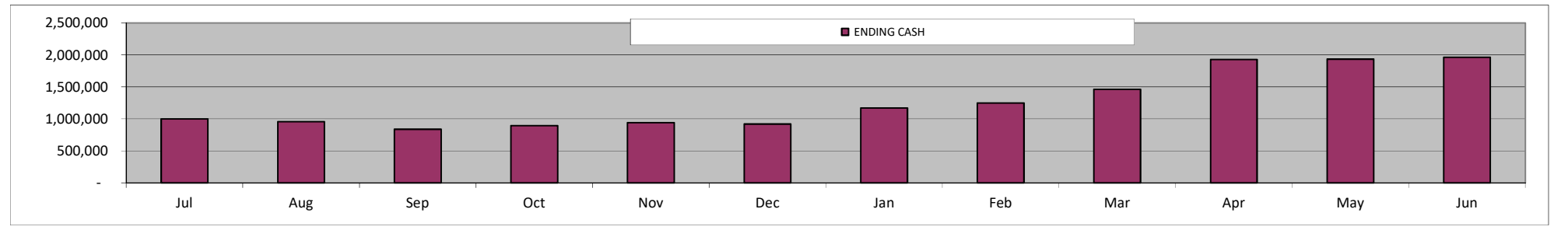
2018-19 Second Interim Budget Actuals through March 31, 2019)		Year To Date											Annual Budget						
		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Actual YTD	2nd Interim Budget YTD	Variance	Adopted July 1 Budget	2nd Interim Budget	Current Forecast	Change Since 2nd Interim	Second Interim Remaining	Actuals as % of Second Interim
<b>MSA 7</b>																			
<b>Services &amp; Other Operating Expenses</b>																			
5101	CMO Fees	41,399	41,399	41,399	41,399	41,399	41,399	41,399	41,399	41,399	372,589	339,470	(33,119)	496,785	496,785	496,785	-	124,196	75%
5205	Conference Fees	-	-	-	-	-	-	-	-	-	-	412	412	1,030	1,030	1,030	-	1,030	0%
5210	MilesParkTolls	-	-	139	-	327	166	248	17	252	1,149	1,245	96	2,060	2,060	2,060	-	911	56%
5215	TravConferences	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5220	TraLodging	-	-	-	-	139	-	(0)	0	-	139	607	468	1,310	1,310	1,310	-	1,171	11%
5300	DuesMemberships	-	-	1,650	-	-	2,880	81	-	324	4,935	5,933	998	8,240	8,240	8,240	-	3,305	60%
5450	Other Insurance	5,099	1,700	1,700	1,700	1,700	-	1,700	1,700	3,400	18,699	13,360	(5,339)	18,102	18,102	18,102	-	(597)	103%
5500	OpsHousekeeping	-	300	1,498	525	586	-	270	1,758	175	5,112	5,254	142	10,300	10,300	10,300	-	5,188	50%
5510	Gas & Electric	1,970	6,166	3,144	5,909	4,253	3,057	7,836	4,676	5,120	42,130	39,480	(2,650)	59,995	59,995	59,995	-	17,865	70%
5610	Rent & Leases	23,390	23,390	23,390	23,390	25,286	21,493	25,340	21,493	23,417	210,587	193,897	(16,691)	281,134	281,134	281,134	-	70,547	75%
5620	EquipmentLeases	370	603	1,359	1,200	567	1,078	533	1,075	567	7,352	7,030	(322)	8,652	10,652	10,652	-	3,300	69%
5630	Reps&MaintBldng	-	7,351	2,430	(1,500)	385	-	-	-	577	9,243	9,501	258	11,330	11,330	11,330	-	2,087	82%
5800	ProfessServices	-	-	6,775	270	1,800	0	7,824	800	373	17,842	31,276	13,434	159,113	54,360	54,360	-	36,518	33%
5810	Legal	-	-	-	4,764	-	-	-	-	-	4,764	6,338	1,574	15,000	8,700	8,700	-	3,936	55%
5811	Property Tax	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5813	SchPrgAftSchool	-	-	32,760	32,760	16,380	16,380	16,380	16,380	16,380	147,420	123,178	(24,242)	168,714	168,714	168,714	-	21,294	87%
5814	SchPrgAcadComps	-	-	-	-	-	-	-	-	200	200	2,320	2,120	6,000	6,000	6,000	-	5,800	3%
5819	SchlProgs-Other	-	-	-	-	-	23	-	-	-	23	2,974	2,951	4,120	4,120	7,401	3,281	7,378	0%
5820	Audit & CPA	-	-	-	-	-	-	-	-	-	-	2,596	2,596	6,489	6,489	6,489	-	6,489	0%
5825	DMSBusinessSvcs	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5835	Field Trips	-	-	426	973	389	-	370	808	2,315	5,280	3,341	(1,939)	8,240	8,240	8,240	-	2,960	64%
5836	FieldTrip Trans	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5840	MarkngStdtRecrt	-	-	-	1,092	-	-	-	600	-	1,692	3,615	1,923	10,000	8,000	8,000	-	6,308	21%
5850	Oversight Fees	1,540	2,755	2,053	2,053	2,053	2,053	2,053	3,592	3,600	21,751	16,889	(4,862)	27,578	27,578	27,578	-	5,826	79%
5857	Payroll Fees	-	-	-	-	-	-	1,446	885	900	3,231	6,230	2,999	14,891	15,191	15,191	-	11,960	21%
5860	Service Fees	-	-	-	-	-	-	-	-	-	-	1,185	1,185	2,963	2,963	2,963	-	2,963	0%
5861	Prior Year Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5863	Prof Developmnt	-	315	-	1,005	-	-	1,866	45	-	3,231	5,054	1,823	7,900	7,900	7,900	-	4,669	41%
5864	Prof Dev-Other	-	1,377	-	45	-	-	1,188	-	2,790	5,400	9,898	4,498	14,200	23,620	23,620	-	18,220	23%
5869	SpEd Ctrct Inst	-	-	-	-	14,122	12,742	12,452	525	1,050	40,891	39,316	(1,575)	-	143,048	143,048	-	102,157	29%
5872	SpEd Fees	2,594	2,594	1,730	-	-	-	-	-	-	6,919	21,346	14,427	-	42,987	42,987	-	36,068	16%
5875	StaffRecruiting	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5884	Substitutes	-	-	723	3,847	5,680	0	4,717	1,789	3,552	20,308	17,587	(2,721)	46,350	26,858	26,858	-	6,550	76%
5890	OthSvcsNon-Inst	1,616	-	-	1,225	791	-	-	2,318	-	5,950	3,632	(2,318)	11,092	178,632	178,632	-	172,681	3%
5900	Communications	-	-	45	-	-	-	100	-	-	145	87	(58)	4,120	-	-	-	(145)	-
5920	TelecomInternet	278	-	-	-	-	332	1,923	332	-	2,866	3,035	169	32,863	4,120	4,120	-	1,254	70%
5930	PostageDelivery	-	-	25	-	-	-	612	46	42	725	1,830	1,105	3,708	3,708	3,708	-	2,983	20%
5940	Technology	-	-	-	-	-	-	1,705	2,692	274	4,671	12,182	7,510	-	31,505	30,863	(642)	26,191	15%
<b>SUBTOTAL - Services &amp; Operations</b>		<b>78,255</b>	<b>87,950</b>	<b>121,244</b>	<b>120,656</b>	<b>115,857</b>	<b>101,604</b>	<b>130,042</b>	<b>102,931</b>	<b>106,705</b>	<b>965,245</b>	<b>930,099</b>	<b>(35,146)</b>	<b>1,442,279</b>	<b>1,673,671</b>	<b>1,676,310</b>	<b>2,639</b>	<b>711,065</b>	<b>58%</b>

2018-19 Second Interim Budget Actuals through March 31, 2019)		Year To Date											Annual Budget						
		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Actual YTD	2nd Interim Budget YTD	Variance	Adopted July 1 Budget	2nd Interim Budget	Current Forecast	Change Since 2nd Interim	Second Interim Remaining	Actuals as % of Second Interim
<b>MSA 7</b>																			
<b>Capital Outlay &amp; Depreciation</b>																			
6100	Site Imp (Pre-Capitalization)	-	-	-	-	-	-	7,819	83,021	-	90,840	167,819	76,979	-	349,434	349,434	-	258,594	26%
6400	EquipFixed	-	-	-	-	12,268	-	-	1,225	-	13,493	26,588	13,096	-	13,568	49,294	35,726	35,801	27%
6900	Depreciation	-	-	-	5,329	-	-	-	-	-	5,329	9,592	4,263	15,987	15,987	15,987	-	10,658	33%
<b>SUBTOTAL - Cap Outlay &amp; Dep.</b>		-	-	-	5,329	12,268	-	7,819	84,246	-	109,662	204,000	94,338	15,987	378,990	414,715	35,726	305,053	26%
<b>Other Outflows</b>																			
7299	Encroachment	-	2,594	(11,206)	3,459	3,459	3,459	3,551	6,076	3,419	14,813	15,318	505	42,987	-	-	-	(14,813)	-
7438	InterestExpense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>SUBTOTAL - Other Outflows</b>		-	2,594	(11,206)	3,459	3,459	3,459	3,551	6,076	3,419	14,813	15,318	505	42,987	-	-	-	(14,813)	-
<b>TOTAL EXPENDITURES</b>		188,123	251,661	299,516	300,392	309,002	267,243	318,001	352,285	265,287	2,551,509	2,581,427	29,919	3,606,961	4,285,808	4,296,762	10,955	1,745,254	59%

**Monthly Update - 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	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	BUDGET	BUDGET	BUDGET	BUDGET	
<b>BEGINNING CASH</b>	<b>1,269,979</b>	<b>997,385</b>	<b>958,746</b>	<b>836,866</b>	<b>893,849</b>	<b>938,670</b>	<b>919,344</b>	<b>1,170,679</b>	<b>1,249,141</b>	<b>1,460,832</b>	<b>1,927,582</b>	<b>1,932,738</b>	<b>1,963,459</b>	
<b>Revenue</b>														
LCFF Entitlement	39,774	163,536	137,019	204,208	204,208	204,208	402,239	243,982	304,137	438,031	240,000	240,000	(58,919)	<b>2,762,425</b>
Federal Revenue	22,640	6,541	(15,009)	4,361	30,540	4,361	194,432	9,517	5,155	28,399	2,220	2,220	159,657	<b>455,035</b>
Other State Revenues	9,702	19,403	-	111,950	119,405	29,046	(64,921)	46,148	238,977	286,384	49,000	74,566	(237,374)	<b>682,287</b>
Other Local Revenues	4,833	646	95	5,169	249	5,248	(2,155)	122,748	(74,950)	29,329	29,329	29,329	(101,002)	<b>48,869</b>
<b>Total Revenue</b>	<b>76,949</b>	<b>190,126</b>	<b>122,106</b>	<b>325,689</b>	<b>354,403</b>	<b>242,863</b>	<b>529,595</b>	<b>422,396</b>	<b>473,319</b>	<b>782,143</b>	<b>320,549</b>	<b>346,115</b>	<b>(237,638)</b>	<b>3,948,615</b>
<b>Expenses</b>														
Certificated Salaries	78,995	91,319	92,062	91,584	93,134	91,984	90,984	92,484	93,260	85,986	85,986	85,986	125,842	<b>1,199,607</b>
Classified Salaries	16,649	19,588	29,948	31,072	26,771	28,802	30,245	32,859	32,408	26,689	26,689	26,689	65,267	<b>393,676</b>
Benefits	14,223	47,944	26,467	52,533	38,569	23,971	51,425	26,997	30,311	18,823	18,823	18,823	150,117	<b>519,025</b>
Books and Supplies	-	2,265	41,000	(4,242)	18,944	17,422	3,935	6,692	(816)	10,710	10,710	10,710	5,876	<b>123,208</b>
Services and Operations	78,255	87,950	121,244	120,656	115,857	101,604	130,042	102,931	106,705	87,245	87,245	87,245	484,475	<b>1,711,455</b>
Depreciation / Cap Outlay	-	-	-	5,329	12,268	-	7,819	84,246	-	89,292	89,292	89,292	(57,160)	<b>320,378</b>
Other Outflows	-	2,594	(11,206)	3,459	3,459	3,459	3,551	6,076	3,419	5,000	5,000	5,000	(30,318)	<b>(505)</b>
<b>Total Expenses</b>	<b>188,123</b>	<b>251,661</b>	<b>299,516</b>	<b>300,392</b>	<b>309,002</b>	<b>267,243</b>	<b>318,001</b>	<b>352,285</b>	<b>265,287</b>	<b>323,745</b>	<b>323,745</b>	<b>323,745</b>	<b>744,099</b>	<b>4,266,844</b>
<b>Other Transactions Affecting Cash</b>														
Revenues - Prior Year Accruals	78,791	47,901	19,369	21,074	46,103	-	-	-	-	-	-	-	-	<b>213,238</b>
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	<b>-</b>
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	<b>-</b>
Fixed Assets	-	-	-	5,329	2,956	2,956	2,956	2,956	2,956	2,956	2,956	2,956	-	<b>28,975</b>
Due To (From)	-	-	-	-	-	-	-	-	-	-	-	-	-	<b>-</b>
Expenses - Prior Year Accruals	(245,607)	(30,401)	-	-	-	-	-	-	-	-	-	-	-	<b>(276,008)</b>
Accounts Payable - Current Year	-	-	30,765	(112)	(55,035)	(3,299)	31,389	-	(4,692)	-	-	-	-	<b>(985)</b>
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	-	<b>64,752</b>
Loans Payable (Current)	-	-	-	-	-	-	-	-	-	-	-	-	-	<b>-</b>
Loans Payable (Long Term)	-	-	-	-	-	-	-	-	-	-	-	-	-	<b>-</b>
<b>Total Other Transactions</b>	<b>(161,420)</b>	<b>22,896</b>	<b>55,530</b>	<b>31,687</b>	<b>(580)</b>	<b>5,053</b>	<b>39,741</b>	<b>8,352</b>	<b>3,659</b>	<b>8,352</b>	<b>8,352</b>	<b>8,352</b>	<b>-</b>	<b>29,973</b>
<b>Total Change in Cash</b>	<b>(272,594)</b>	<b>(38,639)</b>	<b>(121,880)</b>	<b>56,983</b>	<b>44,821</b>	<b>(19,326)</b>	<b>251,335</b>	<b>78,462</b>	<b>211,691</b>	<b>466,750</b>	<b>5,156</b>	<b>30,722</b>	<b>-</b>	<b>(288,256)</b>

<b>ENDING CASH</b>	<b>997,385</b>	<b>958,746</b>	<b>836,866</b>	<b>893,849</b>	<b>938,670</b>	<b>919,344</b>	<b>1,170,679</b>	<b>1,249,141</b>	<b>1,460,832</b>	<b>1,927,582</b>	<b>1,932,738</b>	<b>1,963,459</b>
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## MSA-8 Executive Summary

### SUMMARY OF RESULTS

This latest Current Forecast update projects a budget surplus of \$166,402.

This is an decrease of (\$4,000) from the original Second Interim Budget projected surplus of \$170,402.

This will allow MSA-8 to end this fiscal year with a balance of \$4,250,119, which is 76.5% 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 \$1,274,611, which represents 84 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 Second Interim = decrease of \$0, or 0.0% of Second Interim revenues)

**LCFF Entitlement:** These "Local Control Funding Formula" revenues are the primary funding source for the school.

LCFF Entitlement projected revenues are \$0 lower than in the Second Interim, due to average daily attendance (ADA) decreasing by 0.

**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 \$0 lower than in the Second Interim, due to removal of NSLP revenue and updates to ESSA funding amounts.

**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 \$0 lower than in the Second Interim, primarily due to a changes in one-time funding levels.

**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 Second Interim, reflecting updated projections of fundraising and other local revenue.

### SIGNIFICANT CHANGES IN EXPENSES (Total change from Second Interim = increase of \$4,000, or 0.1% of Second Interim expenses)

**Salaries and Benefits:** This includes all employee pay, plus benefits such as retirement, healthcare, Medicare, Social Security, etc.

Salaries and Benefits costs are \$0 lower than in the Second Interim, 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 (\$21,358) lower than in the Second Interim, due primarily to removal of Lunch Program costs (Object 4710).

**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 \$4,358 higher than in the Second Interim, due primarily to adding back in the Prop 39 Energy Projects.

**Depreciation, Capital Outlay, and Other Outgo:** This category includes depreciation on fixed assets and interest on long-term debt.

These costs are projected at \$21,000 higher than in the Second Interim, reflecting updated depreciation and capital outlay projections.





2018-19 Second Interim Budget Actuals through March 31, 2019	Year To Date											Annual Budget								
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Actual YTD	2nd Interim Budget YTD	Variance	Adopted July 1 Budget	2nd Interim Budget	Current Forecast	Change Since 2nd Interim	Second Interim Remaining	Actuals as % of Second Interim		
Projected Average Daily Attendance:												457	457	-						
<b>SUMMARY</b>																				
<b>Revenue</b>																				
LCFF Entitlement	68,456	289,065	243,427	365,148	365,148	365,148	541,542	609,999	440,180	3,288,115	3,298,470	(10,355)	4,837,159	4,702,634	4,702,634	-	1,414,519	70%		
Federal Revenue	5,629	11,258	7,506	54,276	67,049	7,506	87,244	25,355	4,158	269,980	278,625	(8,645)	322,588	335,233	335,233	-	65,253	81%		
Other State Revenues	16,698	33,395	-	201,567	111,033	51,348	60,226	(105,944)	43,572	411,894	454,267	(42,373)	667,832	638,242	638,242	-	226,347	65%		
Other Local Revenues	973	0	(0)	1,425	131	(2,909)	1,231	37,372	2,833	41,057	35,977	5,079	4,000	42,527	42,527	-	1,471	97%		
<b>Total Revenue</b>	<b>91,756</b>	<b>333,719</b>	<b>250,933</b>	<b>622,416</b>	<b>543,361</b>	<b>421,093</b>	<b>690,243</b>	<b>566,781</b>	<b>490,744</b>	<b>4,011,046</b>	<b>4,067,339</b>	<b>(56,293)</b>	<b>5,831,579</b>	<b>5,718,636</b>	<b>5,718,636</b>	<b>-</b>	<b>1,707,590</b>	<b>70%</b>		
<b>Expenditures</b>																				
Certificated Salaries	90,436	127,473	139,322	145,261	144,654	139,200	133,844	147,056	147,130	1,214,376	1,202,735	11,640	1,867,308	1,573,185	1,573,185	-	358,810	77%		
Classified Salaries	23,349	39,194	41,901	43,612	40,522	47,860	48,879	45,418	42,814	373,549	383,075	(9,526)	346,000	452,015	452,015	-	78,466	83%		
Benefits	20,408	65,313	37,822	95,103	67,812	37,997	84,892	41,009	42,810	493,165	463,066	30,099	779,314	817,928	817,928	-	324,762	60%		
Books and Supplies	11	15,885	45,796	(17,306)	7,401	48,087	35,400	24,068	9,380	168,723	196,277	(27,554)	429,408	342,586	321,229	(21,358)	152,506	53%		
Services and Operating Exp.	15,063	197,627	109,956	109,599	125,496	103,672	206,758	119,071	150,420	1,137,661	1,179,002	(41,341)	2,004,944	2,232,703	2,237,061	4,358	1,099,399	51%		
Depreciation & Cap Outlay	-	-	-	29,272	19,864	-	20,239	(0)	-	69,375	101,952	(32,577)	87,817	129,817	150,817	21,000	81,441	46%		
Other Outflows	-	4,465	(19,287)	5,954	5,954	5,954	6,112	10,457	3,299	22,909	(11)	22,921	72,628	-	-	-	(22,909)	-		
<b>Total Expenditures</b>	<b>149,267</b>	<b>449,957</b>	<b>355,510</b>	<b>411,494</b>	<b>411,703</b>	<b>382,769</b>	<b>536,125</b>	<b>387,079</b>	<b>395,854</b>	<b>3,479,759</b>	<b>3,526,095</b>	<b>(46,336)</b>	<b>5,587,420</b>	<b>5,548,234</b>	<b>5,552,234</b>	<b>4,000</b>	<b>2,072,475</b>	<b>63%</b>		
<b>Net Revenues</b>											<b>531,287</b>	<b>541,244</b>	<b>(9,957)</b>	<b>244,159</b>	<b>170,402</b>	<b>166,402</b>	<b>(4,000)</b>	<b>(364,885)</b>		
<b>Fund Balance</b>																				
Beginning Balance (Audited)														4,083,717						
Net Revenues																166,402				
<b>Ending Fund Balance</b>																<b>4,250,119</b>				



2018-19 Second Interim Budget Actuals through March 31, 2019)		Year To Date											Annual Budget						
MSA 8		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Actual YTD	2nd Interim Budget YTD	Variance	Adopted July 1 Budget	2nd Interim Budget	Current Forecast	Change Since 2nd Interim	Second Interim Remaining	Actuals as % of Second Interim
<b>REVENUE DETAIL</b>																			
<b>LCFF Entitlement</b>																			
8011	State Aid	-	152,152	152,152	273,873	273,873	273,873	273,873	273,873	256,282	1,929,951	1,947,542	17,591	3,233,832	2,970,949	2,970,949	-	1,040,998	65%
8012	EPA Entitlement	-	-	-	-	-	-	176,394	176,394	165,733	518,521	529,182	10,661	562,787	628,045	628,045	-	109,524	83%
8019	Prior Year Adjustments	-	-	-	-	-	-	-	-	39	39	-	(39)	-	-	-	-	(39)	-
8096	InLieuPropTaxes	68,456	136,913	91,275	91,275	91,275	91,275	91,275	159,732	18,126	839,604	821,746	(17,858)	1,040,540	1,103,640	1,103,640	-	264,036	76%
<b>SUBTOTAL - LCFF Entitlement</b>		<b>68,456</b>	<b>289,065</b>	<b>243,427</b>	<b>365,148</b>	<b>365,148</b>	<b>365,148</b>	<b>541,542</b>	<b>609,999</b>	<b>440,180</b>	<b>3,288,115</b>	<b>3,298,470</b>	<b>10,355</b>	<b>4,837,159</b>	<b>4,702,634</b>	<b>4,702,634</b>	-	<b>1,414,519</b>	<b>70%</b>
<b>Federal Revenue</b>																			
8181	SpEd - Revenue	5,629	11,258	7,506	7,506	7,506	7,506	7,692	13,180	4,158	71,940	62,760	(9,180)	92,335	92,335	92,335	-	20,395	78%
8220	SchLunchFederal	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8290	All Other Federal Revenue	-	-	-	46,770	59,543	-	79,552	12,175	-	198,040	215,865	17,825	230,253	242,898	242,898	-	44,858	82%
<b>SUBTOTAL - Federal Revenue</b>		<b>5,629</b>	<b>11,258</b>	<b>7,506</b>	<b>54,276</b>	<b>67,049</b>	<b>7,506</b>	<b>87,244</b>	<b>25,355</b>	<b>4,158</b>	<b>269,980</b>	<b>278,625</b>	<b>8,645</b>	<b>322,588</b>	<b>335,233</b>	<b>335,233</b>	-	<b>65,253</b>	<b>81%</b>
<b>Other State Revenue</b>																			
8311	SpEd Revenue	16,698	33,395	-	25,173	22,264	43,626	22,870	39,108	9,430	212,562	244,025	31,463	269,858	287,758	287,758	-	75,195	74%
8520	SchoolNutrState	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8550	MandCstReimburs	-	-	-	-	-	7,722	-	31,342	-	39,064	67,722	28,658	169,906	94,752	94,752	-	55,688	41%
8560	StateLotteryRev	-	-	-	-	-	-	22,107	-	-	22,107	22,107	-	91,500	91,500	91,500	-	69,393	24%
8590	AllOthStateRev	-	-	-	176,394	88,769	-	15,249	(176,394)	34,142	138,160	120,412	(17,748)	136,568	164,232	164,232	-	26,072	84%
<b>SUBTOTAL - Other State Revenue</b>		<b>16,698</b>	<b>33,395</b>	<b>-</b>	<b>201,567</b>	<b>111,033</b>	<b>51,348</b>	<b>60,226</b>	<b>(105,944)</b>	<b>43,572</b>	<b>411,894</b>	<b>454,267</b>	<b>42,373</b>	<b>667,832</b>	<b>638,242</b>	<b>638,242</b>	-	<b>226,347</b>	<b>65%</b>
<b>Local Revenue</b>																			
8600	Other Local Revenue	-	-	-	-	-	-	-	-	37,327	37,327	35,000	(2,327)	-	38,527	38,527	-	1,200	97%
8634	StudentLunchFee	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8650	Leases & Rentals	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8660	Interest	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8698	OthRev-Suspense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8699	Other Revenue	973	0	(0)	1,426	-	(2,909)	1,231	-	2,964	3,684	846	(2,838)	4,000	4,000	4,000	-	316	92%
8701	CMO Fee - MSA-1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8702	CMO Fee - MSA-2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8703	CMO Fee - MSA-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8704	CMO Fee - MSA-4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8705	CMO Fee - MSA-5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8706	CMO Fee - MSA-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8707	CMO Fee - MSA-7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8708	CMO Fee - MSA-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8709	CMO Fee - MSA-SA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8712	CMO Fee - MSA-SD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8791	SpEd Revenue (Local)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8802	Private Donations/Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8803	Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8999	Revenues-Susp	0	-	-	(0)	131	(0)	0	37,372	(37,458)	45	131	86	-	-	-	-	(45)	-
<b>SUBTOTAL - Local Revenue</b>		<b>973</b>	<b>0</b>	<b>(0)</b>	<b>1,425</b>	<b>131</b>	<b>(2,909)</b>	<b>1,231</b>	<b>37,372</b>	<b>2,833</b>	<b>41,057</b>	<b>35,977</b>	<b>(5,079)</b>	<b>4,000</b>	<b>42,527</b>	<b>42,527</b>	-	<b>1,471</b>	<b>97%</b>
<b>TOTAL REVENUE</b>		<b>91,756</b>	<b>333,719</b>	<b>250,933</b>	<b>622,416</b>	<b>543,361</b>	<b>421,093</b>	<b>690,243</b>	<b>566,781</b>	<b>490,744</b>	<b>4,011,046</b>	<b>4,067,339</b>	<b>56,293</b>	<b>5,831,579</b>	<b>5,718,636</b>	<b>5,718,636</b>	-	<b>1,707,590</b>	<b>70%</b>

2018-19 Second Interim Budget Actuals through March 31, 2019)		Year To Date											Annual Budget						
		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Actual YTD	2nd Interim Budget YTD	Variance	Adopted July 1 Budget	2nd Interim Budget	Current Forecast	Change Since 2nd Interim	Second Interim Remaining	Actuals as % of Second Interim
<b>MSA 8</b>																			
<b>EXPENDITURES DETAIL</b>																			
<b>Certificated Salaries</b>																			
1100	TeacherSalaries	45,234	106,977	118,416	124,175	123,668	118,614	113,498	120,400	120,354	991,336	990,559	(777)	1,529,852	1,243,724	1,243,724	-	252,389	80%
1300	Cert Adminis	45,202	20,496	20,906	21,086	20,986	20,586	20,346	26,656	26,776	223,040	212,176	(10,864)	337,456	329,461	329,461	-	106,421	68%
<b>SUBTOTAL - Certificated Salaries</b>		<b>90,436</b>	<b>127,473</b>	<b>139,322</b>	<b>145,261</b>	<b>144,654</b>	<b>139,200</b>	<b>133,844</b>	<b>147,056</b>	<b>147,130</b>	<b>1,214,376</b>	<b>1,202,735</b>	<b>(11,640)</b>	<b>1,867,308</b>	<b>1,573,185</b>	<b>1,573,185</b>	<b>-</b>	<b>358,810</b>	<b>77%</b>
<b>Classified Salaries</b>																			
2400	Clerical & Tech	10,367	15,256	20,386	21,026	23,144	25,005	27,513	24,878	21,566	189,140	197,721	8,582	120,411	232,675	232,675	-	43,535	81%
2900	OtherClassStaff	12,982	23,938	21,515	22,585	17,379	22,855	21,366	20,540	21,249	184,410	185,353	944	225,589	219,340	219,340	-	34,930	84%
<b>SUBTOTAL - Classified Salaries</b>		<b>23,349</b>	<b>39,194</b>	<b>41,901</b>	<b>43,612</b>	<b>40,522</b>	<b>47,860</b>	<b>48,879</b>	<b>45,418</b>	<b>42,814</b>	<b>373,549</b>	<b>383,075</b>	<b>9,525</b>	<b>346,000</b>	<b>452,015</b>	<b>452,015</b>	<b>-</b>	<b>78,466</b>	<b>83%</b>
<b>Employee Benefits</b>																			
3101	STRS	7,359	20,630	22,608	23,447	22,868	23,301	23,015	24,497	23,892	191,617	180,941	(10,676)	278,507	285,900	285,900	-	94,283	67%
3202	PERS	4,014	6,538	6,963	6,595	6,916	7,221	8,443	6,987	6,245	59,923	51,705	(8,218)	62,495	72,460	72,460	-	12,537	83%
3301	OASDI/Med	3,086	4,808	5,216	5,155	5,188	5,378	5,274	5,326	5,140	44,570	43,656	(914)	63,253	68,450	68,450	-	23,881	65%
3401	HlthWelfare	-	31,360	1,052	57,693	30,856	2,097	46,177	1,935	3,525	174,697	169,236	(5,460)	348,355	364,413	364,413	-	189,716	48%
3501	UnemployIns	-	(6)	-	230	-	-	(0)	280	42	547	225	(322)	1,295	1,295	1,295	-	748	42%
3601	WorkersComp	5,949	1,983	1,983	1,983	1,983	-	1,983	1,983	3,966	21,813	17,108	(4,705)	24,922	24,922	24,922	-	3,109	88%
3701	Other Retirement	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3901	OthBenes	-	-	-	-	-	-	-	-	-	-	196	196	489	489	489	-	489	0%
<b>SUBTOTAL - Employee Benefits</b>		<b>20,408</b>	<b>65,313</b>	<b>37,822</b>	<b>95,103</b>	<b>67,812</b>	<b>37,997</b>	<b>84,892</b>	<b>41,009</b>	<b>42,810</b>	<b>493,165</b>	<b>463,066</b>	<b>(30,099)</b>	<b>779,314</b>	<b>817,928</b>	<b>817,928</b>	<b>-</b>	<b>324,762</b>	<b>60%</b>
<b>Books &amp; Supplies</b>																			
4100	Text&CoreCurric	-	9,826	(473)	-	-	-	4,476	0	-	13,830	14,058	228	51,500	18,500	14,400	(4,100)	570	96%
4200	BooksOthRefMats	-	-	-	-	-	-	-	-	-	-	551	551	1,030	1,377	1,377	-	1,377	0%
4310	Ins Mats & Sups	-	-	2,886	140	-	130	1,303	1,834	1,878	8,171	31,527	23,356	46,268	75,841	75,841	-	67,671	11%
4315	OthrSupplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4320	Office Supplies	-	305	2,980	178	173	1,017	419	328	546	5,946	5,494	(452)	6,901	6,901	7,001	100	1,055	85%
4325	ProfDevMat&Sups	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4326	Arts&MusicSupps	-	-	-	-	-	-	-	-	-	-	2,000	2,000	7,725	5,000	5,000	-	5,000	0%
4335	PE Supplies	-	-	-	-	-	-	-	-	-	-	600	600	2,575	1,500	1,500	-	1,500	0%
4340	Educat Software	-	4,608	6,950	-	-	-	-	17,905	450	29,912	18,644	(11,269)	51,974	51,627	47,627	(4,000)	17,715	63%
4345	NonInstStdntSup	-	-	-	-	-	107	1,737	155	-	1,999	3,584	1,585	5,150	6,350	6,350	-	4,351	31%
4346	TeacherSupplies	-	-	-	-	-	-	-	-	-	-	2,000	2,000	5,150	5,000	5,000	-	5,000	0%
4350	Cust. Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4351	Yearbook	-	-	-	-	-	-	-	-	-	-	400	400	1,545	1,000	1,000	-	1,000	0%
4390	Uniforms	-	-	-	-	-	-	-	-	-	-	212	212	530	530	530	-	530	0%
4400	NonCapEquip-Gen	-	-	3,624	-	11	-	-	-	5	3,640	5,819	2,179	11,330	13,100	9,100	(4,000)	5,460	40%
4410	ClssrmFrmEqp<5k	-	-	-	-	-	-	-	-	-	-	412	412	1,030	1,030	1,030	-	1,030	0%
4430	OfficeFurnEqp<5k	-	-	-	-	-	-	-	-	-	-	2,060	2,060	5,150	5,150	5,150	-	5,150	0%
4440	Computers <\$5k	-	-	-	-	2,889	-	-	-	-	2,889	4,313	1,424	15,450	15,450	6,450	(9,000)	3,561	45%
4460	Fixed Asset Suspense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4710	Food	-	-	-	-	-	-	61,156	(0)	4,405	65,562	83,732	18,170	210,950	122,000	122,000	-	56,438	54%
4720	Food:Other Food	-	-	369	224	334	888	(8)	-	960	2,766	5,449	2,682	5,150	12,230	11,873	(358)	9,106	23%
4990	Prior Year Exp	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4999	Misc Exp-Suspense	11	1,146	29,460	(17,848)	6,884	43,056	(33,683)	3,847	1,137	34,008	15,422	(18,587)	-	-	-	-	(34,008)	-
<b>SUBTOTAL - Books and Supplies</b>		<b>11</b>	<b>15,885</b>	<b>45,796</b>	<b>(17,306)</b>	<b>7,401</b>	<b>48,087</b>	<b>35,400</b>	<b>24,068</b>	<b>9,380</b>	<b>168,723</b>	<b>196,277</b>	<b>27,554</b>	<b>429,408</b>	<b>342,586</b>	<b>321,229</b>	<b>(21,358)</b>	<b>152,506</b>	<b>53%</b>

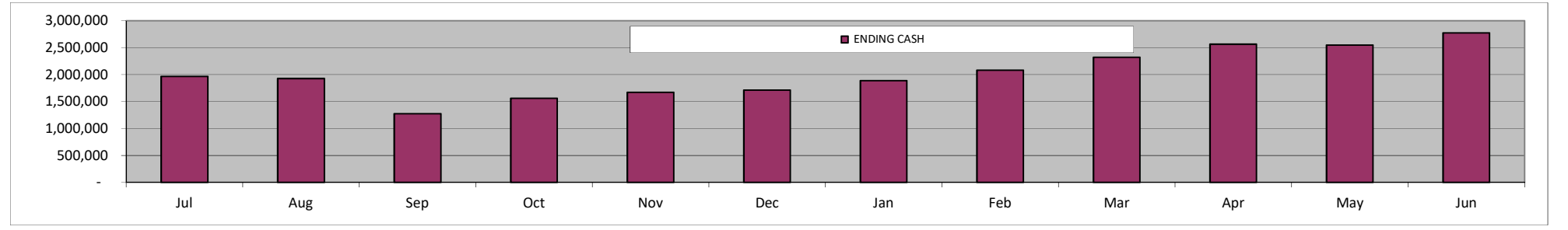
2018-19 Second Interim Budget Actuals through March 31, 2019)		Year To Date											Annual Budget						
MSA 8		Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Actual YTD	2nd Interim	Variance	Adopted July 1	2nd Interim	Current	Change Since	Second Interim	Actuals as %
		Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals		Budget YTD		Budget	Budget	Forecast	2nd Interim	Remaining	of Second Interim
<b>Services &amp; Other Operating Expenses</b>																			
5101	CMO Fees	-	165,239	82,620	82,620	82,620	82,620	82,620	82,620	82,620	743,577	743,577	-	991,436	991,436	991,436	-	247,859	75%
5205	Conference Fees	-	-	-	-	-	1,400	-	-	-	1,400	4,960	3,560	10,300	10,300	10,300	-	8,900	14%
5210	MilesParkTolls	-	-	-	-	-	-	-	-	-	-	1,980	1,980	5,150	4,950	4,950	-	4,950	0%
5215	TravConferences	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5220	TraLodging	-	-	-	-	-	-	-	-	-	-	4,120	4,120	10,300	10,300	10,300	-	10,300	0%
5300	DuesMemberships	-	3,045	-	-	-	-	-	-	4,700	7,745	3,045	(4,700)	7,725	7,745	7,745	-	-	100%
5450	Other Insurance	5,870	1,957	1,957	1,957	1,957	-	1,957	1,957	3,914	21,526	19,523	(2,003)	31,196	31,196	31,196	-	9,670	69%
5500	OpsHousekeeping	37	37	37	295	37	37	37	76	1,680	2,270	14,027	11,757	36,050	36,050	36,050	-	33,780	6%
5510	Gas & Electric	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5610	Rent & Leases	-	-	-	-	-	-	98,358	-	-	98,358	98,358	-	304,830	304,830	304,830	-	206,472	32%
5620	EquipmentLeases	196	1,491	1,018	196	1,088	1,032	236	232	1,091	6,579	9,601	3,023	17,441	17,441	17,441	-	10,862	38%
5630	Reps&MaintBldng	-	-	-	-	-	-	-	-	-	-	890	890	3,090	2,226	2,226	-	2,226	0%
5800	ProfessServices	-	3,225	2,125	1,625	6,511	-	-	350	3,378	17,213	24,425	7,211	101,281	44,631	44,561	(70)	27,348	39%
5810	Legal	-	-	-	-	-	-	-	-	-	-	4,000	4,000	13,390	10,000	10,000	-	10,000	0%
5811	Property Tax	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5813	SchPrgAftSchool	-	2,250	83	-	260	-	473	-	358	3,423	3,252	(170)	136,568	3,533	3,891	358	468	88%
5814	SchPrgAcadComps	-	-	-	-	-	-	-	-	-	-	247	247	618	618	618	-	618	0%
5819	SchlProgs-Other	-	-	-	-	-	-	705	491	-	1,196	42	(1,154)	1,030	1,230	1,300	70	104	92%
5820	Audit & CPA	-	-	-	-	-	-	-	-	-	-	6,366	6,366	15,914	15,914	15,914	-	15,914	0%
5825	DMSBusinessSvcs	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5835	Field Trips	-	718	1,489	-	3,540	28	(436)	3,120	3,120	11,578	10,307	(1,271)	20,600	20,000	24,000	4,000	12,422	48%
5836	FieldTrip Trans	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5840	MarkngStdtRecrt	-	-	-	-	-	-	-	-	-	-	3,296	3,296	8,240	8,240	8,240	-	8,240	0%
5850	Oversight Fees	2,723	5,446	3,631	3,631	3,631	3,631	3,631	6,354	4,468	37,147	30,672	(6,474)	48,017	48,017	48,017	-	10,870	77%
5857	Payroll Fees	-	-	-	-	-	-	3,741	53	870	4,663	9,092	4,429	17,741	18,041	18,041	-	13,378	26%
5860	Service Fees	-	-	5	990	-	0	-	(0)	-	995	1,148	154	515	1,379	1,379	-	384	72%
5861	Prior Year Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5863	Prof Developmnt	-	-	250	1,020	-	1,500	75	1,280	1,875	6,000	3,865	(2,135)	8,549	8,549	8,549	-	2,549	70%
5864	Prof Dev-Other	-	-	225	2,040	780	147	780	3,330	480	7,782	14,059	6,277	43,000	33,000	33,000	-	25,218	24%
5869	SpEd Ctrct Inst	-	-	2,448	3,384	-	-	6,409	-	9,685	21,926	24,900	2,974	-	53,575	53,575	-	31,649	41%
5872	SpEd Fees	4,465	4,465	2,977	-	-	-	-	-	-	11,908	36,196	24,288	-	72,628	72,628	-	60,720	16%
5875	StaffRecruiting	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5884	Substitutes	-	8,502	11,093	11,633	22,711	5,043	2,462	16,414	20,181	98,040	72,252	(25,788)	69,059	125,059	125,059	-	27,019	78%
5890	OthSvcsNon-Inst	1,772	-	-	-	860	-	-	2,581	-	5,214	2,632	(2,581)	13,390	286,301	286,301	-	281,087	2%
5900	Communications	-	-	-	-	1,500	-	-	-	-	1,500	1,951	450	3,000	2,626	2,626	-	1,126	57%
5920	TelecomInternet	-	-	-	-	-	8,235	3,793	-	11,236	23,265	16,912	(6,353)	74,154	(21,000)	35,474	56,474	12,209	66%
5930	PostageDelivery	-	1,251	-	209	-	-	571	-	-	2,031	6,163	4,131	12,360	12,360	12,360	-	10,329	16%
5940	Technology	-	-	-	-	-	-	2,052	-	274	2,326	7,143	4,818	-	71,528	15,054	(56,474)	12,728	15%
<b>SUBTOTAL - Services &amp; Operations</b>		<b>15,063</b>	<b>197,627</b>	<b>109,956</b>	<b>109,599</b>	<b>125,496</b>	<b>103,672</b>	<b>206,758</b>	<b>119,071</b>	<b>150,420</b>	<b>1,137,661</b>	<b>1,179,002</b>	<b>41,341</b>	<b>2,004,944</b>	<b>2,232,703</b>	<b>2,237,061</b>	<b>4,357</b>	<b>1,099,399</b>	<b>51%</b>

2018-19 Second Interim Budget Actuals through March 31, 2019)		Year To Date											Annual Budget						
MSA 8		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Actual YTD	2nd Interim Budget YTD	Variance	Adopted July 1 Budget	2nd Interim Budget	Current Forecast	Change Since 2nd Interim	Second Interim Remaining	Actuals as % of Second Interim
<b>Capital Outlay &amp; Depreciation</b>																			
6100	Site Imp (Pre-Capitalization)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6400	EquipFixed	-	-	-	-	19,864	-	20,239	(0)	-	40,103	49,262	9,159	-	42,000	63,000	21,000	22,897	64%
6900	Depreciation	-	-	-	29,272	-	-	-	-	-	29,272	52,690	23,418	87,817	87,817	87,817	-	58,544	33%
<b>SUBTOTAL - Cap Outlay &amp; Dep.</b>		-	-	-	29,272	19,864	-	20,239	(0)	-	69,375	101,952	32,577	87,817	129,817	150,817	21,000	81,441	46%
<b>Other Outflows</b>																			
7299	Encroachment	-	4,465	(19,287)	5,954	5,954	5,954	6,112	10,457	3,299	22,909	(11)	(22,921)	72,628	-	-	-	(22,909)	-
7438	InterestExpense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>SUBTOTAL - Other Outflows</b>		-	4,465	(19,287)	5,954	5,954	5,954	6,112	10,457	3,299	22,909	(11)	(22,921)	72,628	-	-	-	(22,909)	-
<b>TOTAL EXPENDITURES</b>		149,267	449,957	355,510	411,494	411,703	382,769	536,125	387,079	395,854	3,479,759	3,526,095	46,336	5,587,420	5,548,234	5,552,234	4,000	2,072,475	63%

**Monthly Update - 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	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	BUDGET	BUDGET	BUDGET	BUDGET	
<b>BEGINNING CASH</b>	<b>1,907,434</b>	<b>1,966,153</b>	<b>1,927,984</b>	<b>1,274,611</b>	<b>1,562,588</b>	<b>1,672,045</b>	<b>1,715,031</b>	<b>1,889,234</b>	<b>2,084,325</b>	<b>2,322,930</b>	<b>2,564,744</b>	<b>2,548,513</b>	<b>2,775,798</b>	
<b>Revenue</b>														
LCFF Entitlement	68,456	289,065	243,427	365,148	365,148	365,148	541,542	609,999	440,180	450,267	273,873	273,873	406,151	<b>4,692,279</b>
Federal Revenue	5,629	11,258	7,506	54,276	67,049	7,506	87,244	25,355	4,158	63,622	4,079	4,079	(15,172)	<b>326,588</b>
Other State Revenues	16,698	33,395	-	201,567	111,033	51,348	60,226	(105,944)	43,572	92,107	70,000	127,030	(105,163)	<b>595,869</b>
Other Local Revenues	973	0	(0)	1,425	131	(2,909)	1,231	37,372	2,833	35,063	35,063	35,063	(98,640)	<b>47,606</b>
<b>Total Revenue</b>	<b>91,756</b>	<b>333,719</b>	<b>250,933</b>	<b>622,416</b>	<b>543,361</b>	<b>421,093</b>	<b>690,243</b>	<b>566,781</b>	<b>490,744</b>	<b>641,059</b>	<b>383,015</b>	<b>440,045</b>	<b>187,177</b>	<b>5,662,342</b>
<b>Expenses</b>														
Certificated Salaries	90,436	127,473	139,322	145,261	144,654	139,200	133,844	147,056	147,130	141,273	141,273	141,273	(53,368)	<b>1,584,825</b>
Classified Salaries	23,349	39,194	41,901	43,612	40,522	47,860	48,879	45,418	42,814	48,879	48,879	48,879	(77,697)	<b>442,489</b>
Benefits	20,408	65,313	37,822	95,103	67,812	37,997	84,892	41,009	42,810	26,860	26,860	26,860	274,283	<b>848,027</b>
Books and Supplies	11	15,885	45,796	(17,306)	7,401	48,087	35,400	24,068	9,380	30,501	30,501	30,501	33,449	<b>293,675</b>
Services and Operations	15,063	197,627	109,956	109,599	125,496	103,672	206,758	119,071	150,420	155,416	155,416	155,416	591,811	<b>2,195,720</b>
Depreciation / Cap Outlay	-	-	-	29,272	19,864	-	20,239	(0)	-	16,288	16,288	16,288	-	<b>118,240</b>
Other Outflows	-	4,465	(19,287)	5,954	5,954	5,954	6,112	10,457	3,299	(4,582)	(4,582)	(4,582)	13,757	<b>22,921</b>
<b>Total Expenses</b>	<b>149,267</b>	<b>449,957</b>	<b>355,510</b>	<b>411,494</b>	<b>411,703</b>	<b>382,769</b>	<b>536,125</b>	<b>387,079</b>	<b>395,854</b>	<b>414,635</b>	<b>414,635</b>	<b>414,635</b>	<b>782,234</b>	<b>5,505,898</b>
<b>Other Transactions Affecting Cash</b>														
Revenues - Prior Year Accruals	186,633	95,118	-	41,872	16,380	-	-	-	-	-	-	-	-	<b>340,004</b>
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	<b>-</b>
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	<b>-</b>
Fixed Assets	-	-	-	29,272	10,318	10,318	10,318	10,318	10,318	10,318	10,318	10,318	10,318	<b>111,817</b>
Due To (From)	-	-	(600,000)	-	-	-	-	-	-	-	-	186,486	-	<b>(413,514)</b>
Expenses - Prior Year Accruals	(70,404)	(17,049)	-	-	-	-	-	-	-	-	-	-	-	<b>(87,454)</b>
Accounts Payable - Current Year	-	-	46,133	840	(53,970)	(10,726)	4,696	-	128,327	-	-	-	-	<b>115,300</b>
Summer Holdback for Teachers	-	-	5,071	5,071	5,071	5,071	5,071	5,071	5,071	5,071	5,071	5,071	5,071	<b>50,710</b>
Loans Payable (Current)	-	-	-	-	-	-	-	-	-	-	-	-	-	<b>-</b>
Loans Payable (Long Term)	-	-	-	-	-	-	-	-	-	-	-	-	-	<b>-</b>
<b>Total Other Transactions</b>	<b>116,229</b>	<b>78,069</b>	<b>(548,796)</b>	<b>77,055</b>	<b>(22,201)</b>	<b>4,663</b>	<b>20,085</b>	<b>15,389</b>	<b>143,716</b>	<b>15,389</b>	<b>15,389</b>	<b>201,875</b>		<b>116,863</b>
<b>Total Change in Cash</b>	<b>58,719</b>	<b>(38,169)</b>	<b>(653,373)</b>	<b>287,977</b>	<b>109,457</b>	<b>42,986</b>	<b>174,203</b>	<b>195,091</b>	<b>238,605</b>	<b>241,814</b>	<b>(16,231)</b>	<b>227,285</b>		<b>273,307</b>

<b>ENDING CASH</b>	<b>1,966,153</b>	<b>1,927,984</b>	<b>1,274,611</b>	<b>1,562,588</b>	<b>1,672,045</b>	<b>1,715,031</b>	<b>1,889,234</b>	<b>2,084,325</b>	<b>2,322,930</b>	<b>2,564,744</b>	<b>2,548,513</b>	<b>2,775,798</b>
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## MSA-SA Executive Summary

### SUMMARY OF RESULTS

This latest Current Forecast update projects a budget deficit of (\$578,788).

This is an decrease of (\$600,000) from the original Second Interim Budget projected surplus of \$21,212.

The \$600,000 represents additional capital improvements, which must be budgeted during the year but will be "capitalized" at year-end.

This will allow MSA-SA to end this fiscal year with a balance of \$6,923,508, which is 75.4% 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 \$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 Second Interim = increase of \$3,906, or 0.0% of Second Interim revenues)

**LCFF Entitlement:** These "Local Control Funding Formula" revenues are the primary funding source for the school.

LCFF Entitlement projected revenues are \$0 lower than in the Second Interim, due to average daily attendance (ADA) decreasing by 0.

**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 \$0 lower than in the Second Interim, due to removal of NSLP revenue and updates to ESSA funding amounts.

**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 \$0 lower than in the Second Interim, primarily due to a changes in one-time funding levels.

**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 \$3,906 higher than in the Second Interim, reflecting updated projections of fundraising and other local revenue.

### SIGNIFICANT CHANGES IN EXPENSES (Total change from Second Interim = increase of \$603,906, or 7.0% of Second Interim expenses)

**Salaries and Benefits:** This includes all employee pay, plus benefits such as retirement, healthcare, Medicare, Social Security, etc.

Salaries and Benefits costs are \$0 lower than in the Second Interim, 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 \$0 lower than in the Second Interim, due primarily to removal of Lunch Program costs (Object 4710).

**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 \$3,906 higher than in the Second Interim, due primarily to adding back in the Prop 39 Energy Projects.

**Depreciation, Capital Outlay, and Other Outgo:** This category includes depreciation on fixed assets and interest on long-term debt.

These costs are projected at \$600,000 higher than in the Second Interim, reflecting updated capital outlay projections.

2018-19 Second Interim Budget Actuals through March 31, 2019	Year To Date											Annual Budget								
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Actual YTD	2nd Interim Budget YTD	Variance	Adopted July 1 Budget	2nd Interim Budget	Current Forecast	Change Since 2nd Interim	Second Interim Remaining	Actuals as % of Second Interim		
Projected Average Daily Attendance:															643	643	-			
<b>SUMMARY</b>																				
<b>Revenue</b>																				
LCFF Entitlement	270,445	284,166	521,735	1,007,872	639,406	674,339	639,405	-	-	4,037,369	4,072,302	(34,933)	7,954,976	6,951,482	6,951,482	-	2,914,113	58%		
Federal Revenue	-	-	-	-	74,796	-	170,263	-	-	245,059	263,848	(18,789)	680,678	427,701	427,701	-	182,642	57%		
Other State Revenues	17,322	-	114,885	31,179	31,179	51,205	143,414	27,720	52,608	469,512	439,184	30,328	872,239	1,060,252	1,060,252	-	590,740	44%		
Other Local Revenues	369	362	2,272	12,645	12,938	3,648	56,549	5,776	51,857	146,417	93,491	52,926	77,199	154,278	158,184	3,906	11,767	93%		
<b>Total Revenue</b>	<b>288,136</b>	<b>284,529</b>	<b>638,893</b>	<b>1,051,696</b>	<b>758,319</b>	<b>729,192</b>	<b>1,009,631</b>	<b>33,496</b>	<b>104,465</b>	<b>4,898,357</b>	<b>4,868,825</b>	<b>29,533</b>	<b>9,585,092</b>	<b>8,593,713</b>	<b>8,597,619</b>	<b>3,906</b>	<b>3,699,262</b>	<b>57%</b>		
<b>Expenditures</b>																				
Certificated Salaries	161,885	238,767	246,746	248,060	236,550	235,103	248,069	221,087	220,057	2,056,323	2,055,179	1,144	3,288,170	3,099,081	3,099,081	-	1,042,757	66%		
Classified Salaries	42,260	69,536	77,165	75,986	75,394	76,503	46,087	63,038	61,610	587,579	580,165	7,415	697,489	773,092	773,092	-	185,512	76%		
Benefits	35,166	133,866	83,777	120,416	103,629	60,168	146,287	61,570	68,334	813,213	791,811	21,402	1,385,003	1,414,118	1,414,118	-	600,905	58%		
Books and Supplies	87	13,835	13,072	14,245	15,863	27,897	2,662	52,779	(1,526)	138,915	149,659	(10,744)	657,369	293,164	293,164	-	154,249	47%		
Services and Operating Exp.	11,222	316,712	169,341	129,327	129,109	123,071	(403,886)	186,637	190,547	852,080	800,988	51,092	2,156,391	1,720,776	1,724,682	3,906	872,602	49%		
Depreciation & Cap Outlay	-	-	-	199,022	-	-	42,625	-	2,065	243,713	241,648	2,065	597,067	677,067	1,277,067	600,000	1,033,355	19%		
Other Outflows	43,042	45,056	129,934	45,056	-	80,597	27,486	-	-	371,170	371,170	-	614,912	595,203	595,203	-	224,033	62%		
<b>Total Expenditures</b>	<b>293,661</b>	<b>817,772</b>	<b>720,036</b>	<b>832,112</b>	<b>560,545</b>	<b>603,341</b>	<b>109,329</b>	<b>585,111</b>	<b>541,087</b>	<b>5,062,993</b>	<b>4,990,620</b>	<b>72,373</b>	<b>9,396,401</b>	<b>8,572,501</b>	<b>9,176,407</b>	<b>603,906</b>	<b>4,113,414</b>	<b>55%</b>		
<b>Net Revenues</b>												<b>(164,636)</b>	<b>(121,796)</b>	<b>(42,841)</b>	<b>188,691</b>	<b>21,212</b>	<b>(578,788)</b>	<b>(600,000)</b>	<b>(414,152)</b>	
<b>Fund Balance</b>																				
Beginning Balance (Audited)																7,502,296				
Net Revenues																	(578,788)			
<b>Ending Fund Balance</b>																<b>6,923,508</b>				





2018-19 Second Interim Budget Actuals through March 31, 2019)		Year To Date											Annual Budget						
MSA SA		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Actual YTD	2nd Interim Budget YTD	Variance	Adopted July 1 Budget	2nd Interim Budget	Current Forecast	Change Since 2nd Interim	Second Interim Remaining	Actuals as % of Second Interim
<b>REVENUE DETAIL</b>																			
<b>LCFF Entitlement</b>																			
8011	State Aid	270,445	270,445	486,802	486,802	486,802	486,802	486,801	-	-	2,974,900	2,974,900	-	5,887,539	5,065,922	5,065,922	-	2,091,022	59%
8012	EPA Entitlement	-	-	34,933	-	-	34,933	-	-	-	69,866	104,799	34,933	148,032	128,694	128,694	-	58,828	54%
8019	Prior Year Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8096	InLieuPropTaxes	-	13,721	-	521,070	152,604	152,604	152,604	-	-	992,603	992,603	-	1,919,405	1,756,866	1,756,866	-	764,263	56%
<b>SUBTOTAL - LCFF Entitlement</b>		<b>270,445</b>	<b>284,166</b>	<b>521,735</b>	<b>1,007,872</b>	<b>639,406</b>	<b>674,339</b>	<b>639,405</b>	<b>-</b>	<b>-</b>	<b>4,037,369</b>	<b>4,072,302</b>	<b>34,933</b>	<b>7,954,976</b>	<b>6,951,482</b>	<b>6,951,482</b>	<b>-</b>	<b>2,914,113</b>	<b>58%</b>
<b>Federal Revenue</b>																			
8181	SpEd - Revenue	-	-	-	-	-	-	45,028	-	-	45,028	63,817	18,789	92,000	92,000	92,000	-	46,972	49%
8220	SchLunchFederal	-	-	-	-	-	-	-	-	-	-	-	-	276,286	-	-	-	-	-
8290	All Other Federal Revenue	-	-	-	-	74,796	-	125,235	-	-	200,031	200,031	-	312,392	335,701	335,701	-	135,670	60%
<b>SUBTOTAL - Federal Revenue</b>		<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>74,796</b>	<b>-</b>	<b>170,263</b>	<b>-</b>	<b>-</b>	<b>245,059</b>	<b>263,848</b>	<b>18,789</b>	<b>680,678</b>	<b>427,701</b>	<b>427,701</b>	<b>-</b>	<b>182,642</b>	<b>57%</b>
<b>Other State Revenue</b>																			
8311	SpEd Revenue	17,322	-	48,501	31,179	31,179	31,179	31,179	-	52,608	243,147	190,539	(52,608)	386,364	386,364	386,364	-	143,217	63%
8520	SchoolNutrState	-	-	-	-	-	-	-	-	-	-	-	-	24,225	-	-	-	-	-
8550	MandCstReimburs	-	-	-	-	-	15,086	64,294	-	-	79,380	79,380	-	254,699	143,669	143,669	-	64,289	55%
8560	StateLotteryRev	-	-	16,384	-	-	-	43,506	-	-	59,890	59,890	-	143,591	143,591	143,591	-	83,701	42%
8590	AllOthStateRev	-	-	50,000	-	-	4,940	4,435	27,720	-	87,095	109,375	22,280	63,360	386,628	386,628	-	299,533	23%
<b>SUBTOTAL - Other State Revenue</b>		<b>17,322</b>	<b>-</b>	<b>114,885</b>	<b>31,179</b>	<b>31,179</b>	<b>51,205</b>	<b>143,414</b>	<b>27,720</b>	<b>52,608</b>	<b>469,512</b>	<b>439,184</b>	<b>(30,328)</b>	<b>872,239</b>	<b>1,060,252</b>	<b>1,060,252</b>	<b>-</b>	<b>590,740</b>	<b>44%</b>
<b>Local Revenue</b>																			
8600	Other Local Revenue	-	-	-	-	-	-	-	-	36,311	36,311	-	(36,311)	-	36,311	36,311	-	-	100%
8634	StudentLunchFee	-	-	0	(0)	-	0	728	0	-	728	437	(291)	19,232	-	-	-	(728)	-
8650	Leases & Rentals	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8660	Interest	369	362	479	374	-	1,617	746	-	-	3,947	4,119	172	4,376	4,376	4,376	-	429	90%
8698	OthRev-Suspense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8699	Other Revenue	-	-	1,793	12,271	-	-	11,441	5,776	15,546	46,827	29,773	(17,054)	53,591	53,591	57,497	3,906	10,670	81%
8701	CMO Fee - MSA-1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8702	CMO Fee - MSA-2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8703	CMO Fee - MSA-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8704	CMO Fee - MSA-4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8705	CMO Fee - MSA-5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8706	CMO Fee - MSA-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8707	CMO Fee - MSA-7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8708	CMO Fee - MSA-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8709	CMO Fee - MSA-SA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8712	CMO Fee - MSA-SD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8791	SpEd Revenue (Local)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8802	Private Donations/Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8803	Fundraising	-	-	-	-	-	-	58,604	-	-	58,604	59,162	559	-	60,000	60,000	-	1,396	98%
8999	Revenues-Susp	-	-	-	12,938	2,031	(14,970)	-	-	-	-	-	-	-	-	-	-	-	-
<b>SUBTOTAL - Local Revenue</b>		<b>369</b>	<b>362</b>	<b>2,272</b>	<b>12,645</b>	<b>12,938</b>	<b>3,648</b>	<b>56,549</b>	<b>5,776</b>	<b>51,857</b>	<b>146,417</b>	<b>93,491</b>	<b>(52,926)</b>	<b>77,199</b>	<b>154,278</b>	<b>158,184</b>	<b>3,906</b>	<b>11,767</b>	<b>93%</b>
<b>TOTAL REVENUE</b>		<b>288,136</b>	<b>284,529</b>	<b>638,893</b>	<b>1,051,696</b>	<b>758,319</b>	<b>729,192</b>	<b>1,009,631</b>	<b>33,496</b>	<b>104,465</b>	<b>4,898,357</b>	<b>4,868,825</b>	<b>(29,533)</b>	<b>9,585,092</b>	<b>8,593,713</b>	<b>8,597,619</b>	<b>3,906</b>	<b>3,699,262</b>	<b>57%</b>

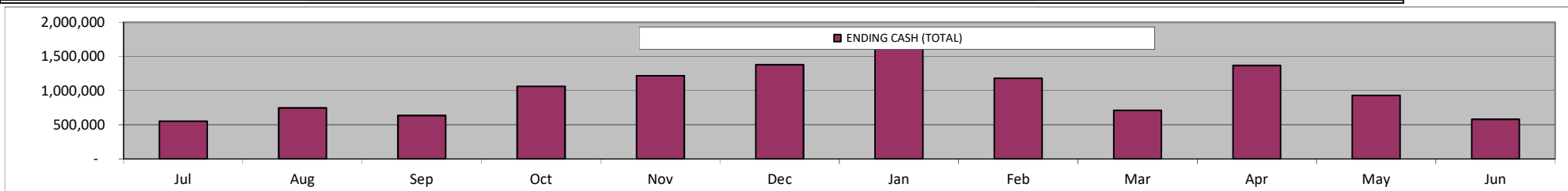
2018-19 Second Interim Budget Actuals through March 31, 2019)		Year To Date											Annual Budget						
		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Actual YTD	2nd Interim Budget YTD	Variance	Adopted July 1 Budget	2nd Interim Budget	Current Forecast	Change Since 2nd Interim	Second Interim Remaining	Actuals as % of Second Interim
<b>MSA SA</b>																			
<b>EXPENDITURES DETAIL</b>																			
<b>Certificated Salaries</b>																			
1100	TeacherSalaries	102,215	192,299	201,592	204,220	191,396	189,949	202,915	181,767	180,737	1,647,089	1,644,585	(2,504)	2,646,248	2,467,091	2,467,091	-	820,002	67%
1300	Cert Adminis	59,670	46,468	45,154	43,840	45,154	45,154	45,154	39,320	39,320	409,234	410,594	1,360	641,922	631,989	631,989	-	222,755	65%
<b>SUBTOTAL - Certificated Salaries</b>		<b>161,885</b>	<b>238,767</b>	<b>246,746</b>	<b>248,060</b>	<b>236,550</b>	<b>235,103</b>	<b>248,069</b>	<b>221,087</b>	<b>220,057</b>	<b>2,056,323</b>	<b>2,055,179</b>	<b>(1,144)</b>	<b>3,288,170</b>	<b>3,099,081</b>	<b>3,099,081</b>	<b>-</b>	<b>1,042,757</b>	<b>66%</b>
<b>Classified Salaries</b>																			
2400	Clerical & Tech	16,403	21,644	20,892	20,492	19,904	22,567	17,665	17,260	18,528	175,355	176,801	1,446	278,368	268,440	268,440	-	93,085	65%
2900	OtherClassStaff	25,856	47,892	56,273	55,494	55,491	53,936	28,421	45,778	43,082	412,224	403,364	(8,860)	419,121	504,652	504,652	-	92,428	82%
<b>SUBTOTAL - Classified Salaries</b>		<b>42,260</b>	<b>69,536</b>	<b>77,165</b>	<b>75,986</b>	<b>75,394</b>	<b>76,503</b>	<b>46,087</b>	<b>63,038</b>	<b>61,610</b>	<b>587,579</b>	<b>580,165</b>	<b>(7,415)</b>	<b>697,489</b>	<b>773,092</b>	<b>773,092</b>	<b>-</b>	<b>185,512</b>	<b>76%</b>
<b>Employee Benefits</b>																			
3101	STRS	10,429	40,315	40,770	41,032	38,241	38,960	37,178	35,818	35,838	318,583	322,317	3,734	505,321	507,060	507,060	-	188,477	63%
3202	PERS	5,263	10,171	12,243	11,642	11,791	11,701	12,742	10,656	10,332	96,541	82,706	(13,835)	92,125	114,423	114,423	-	17,882	84%
3301	OASDI/Med	5,436	8,319	9,022	8,950	8,734	8,888	9,011	7,997	7,873	74,230	76,123	1,892	112,459	118,635	118,635	-	44,405	63%
3401	Hlth/Welfare	2,985	70,908	18,060	54,692	41,180	618	83,672	2,998	6,851	281,966	272,116	(9,850)	607,060	610,494	610,494	-	328,528	46%
3501	UnemployIns	-	472	-	417	-	-	0	417	74	1,379	888	(491)	2,502	2,502	2,502	-	1,123	55%
3601	WorkersCmp	11,052	3,682	3,683	3,683	3,683	-	3,683	3,683	7,366	40,515	29,399	(11,116)	44,879	40,347	40,347	-	(168)	100%
3701	Other Retirement	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3901	OthBenes	-	-	-	-	-	-	-	-	-	-	8,263	8,263	20,658	20,658	20,658	-	20,658	0%
<b>SUBTOTAL - Employee Benefits</b>		<b>35,166</b>	<b>133,866</b>	<b>83,777</b>	<b>120,416</b>	<b>103,629</b>	<b>60,168</b>	<b>146,287</b>	<b>61,570</b>	<b>68,334</b>	<b>813,213</b>	<b>791,811</b>	<b>(21,402)</b>	<b>1,385,003</b>	<b>1,414,118</b>	<b>1,414,118</b>	<b>-</b>	<b>600,905</b>	<b>58%</b>
<b>Books &amp; Supplies</b>																			
4100	Text&CoreCurric	-	-	-	-	-	1,324	-	24,132	0	25,456	51,324	25,868	22,121	28,324	28,324	-	2,868	90%
4200	BooksOthRefMats	-	-	-	-	49	-	-	4,992	-	5,041	73	(4,968)	5,311	5,311	5,311	-	270	95%
4310	Ins Mats & Sups	-	87	179	16	279	2,104	428	1,691	183	4,967	4,506	(461)	70,000	77,021	77,021	-	72,054	6%
4315	OthrSupplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4320	Office Supplies	-	975	1,994	545	387	94	772	2,364	194	7,324	5,666	(1,658)	13,664	13,664	13,664	-	6,340	54%
4325	ProfDevMat&Sups	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4326	Arts&MusicSupps	-	-	-	-	-	-	-	-	-	-	-	-	5,311	2,311	2,311	-	2,311	0%
4335	PE Supplies	-	-	-	47	-	-	-	-	-	47	70	23	25,000	35,000	35,000	-	34,953	0%
4340	Educat Software	-	5,714	10,333	4,172	-	-	6,895	12,030	450	39,594	32,649	(6,946)	80,648	61,365	61,365	-	21,771	65%
4345	NonInstStdntSup	-	-	-	-	-	-	-	-	424	424	-	(424)	7,500	5,000	5,000	-	4,576	8%
4346	TeacherSupplies	-	-	-	-	1	338	197	732	52	1,320	805	(515)	10,621	10,621	10,621	-	9,301	12%
4350	Cust. Supplies	-	-	-	2,466	1,440	3,240	548	4,713	86	12,492	11,541	(951)	21,343	21,343	21,343	-	8,851	59%
4351	Yearbook	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4390	Uniforms	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4400	NonCapEquip-Gen	-	-	-	-	-	-	-	-	-	-	-	-	25,000	5,000	5,000	-	5,000	0%
4410	ClssmFrmEqp<5k	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4430	OfficeFurnEqp<5k	-	-	-	-	-	-	-	1,572	-	1,572	-	(1,572)	2,648	4,148	4,148	-	2,576	38%
4440	Computers <\$5k	-	-	174	-	-	-	-	-	-	174	174	-	2,655	2,655	2,655	-	2,481	7%
4460	Fixed Asset Suspense	-	-	-	-	-	-	-	-	-	-	-	-	-	17,000	17,000	-	17,000	0%
4710	Food	-	-	-	-	-	-	-	41	-	41	-	(41)	357,547	-	-	-	(41)	-
4720	Food:Other Food	-	-	392	-	-	-	(25)	0	0	367	354	(13)	8,000	4,400	4,400	-	4,033	8%
4990	Prior Year Exp	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4999	Misc Exp-Suspense	87	7,060	(0)	6,998	13,707	20,796	(6,153)	514	(2,914)	40,095	42,495	2,400	-	-	-	-	(40,095)	-
<b>SUBTOTAL - Books and Supplies</b>		<b>87</b>	<b>13,835</b>	<b>13,072</b>	<b>14,245</b>	<b>15,863</b>	<b>27,897</b>	<b>2,662</b>	<b>52,779</b>	<b>(1,526)</b>	<b>138,915</b>	<b>149,659</b>	<b>10,744</b>	<b>657,369</b>	<b>293,164</b>	<b>293,164</b>	<b>-</b>	<b>154,249</b>	<b>47%</b>

2018-19 Second Interim Budget Actuals through March 31, 2019)	Year To Date											Annual Budget						
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Actual YTD	2nd Interim Budget YTD	Variance	Adopted July 1 Budget	2nd Interim Budget	Current Forecast	Change Since 2nd Interim	Second Interim Remaining	Actuals as % of Second Interim
<b>MSA SA</b>																		
<b>Services &amp; Other Operating Expenses</b>																		
5101 CMO Fees	-	269,311	89,770	89,770	89,770	89,770	(527,350)	101,042	101,042	303,127	301,042	(2,085)	997,937	404,170	404,170	-	101,043	75%
5205 Conference Fees	-	-	-	-	-	-	-	-	-	-	-	-	10,000	-	-	-	-	-
5210 MilesParkTolls	-	-	179	195	346	-	-	-	-	719	1,007	288	3,000	10,500	10,500	-	9,781	7%
5215 TravConferences	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5220 TraLodging	-	-	-	-	-	-	-	-	-	-	-	-	5,000	5,000	5,000	-	5,000	0%
5300 DuesMemberships	-	-	450	-	-	1,020	-	6,760	-	8,230	2,058	(6,172)	36,263	36,118	36,118	-	27,888	23%
5450 Other Insurance	7,460	2,486	2,485	2,485	2,485	-	2,485	2,485	4,970	27,341	23,862	(3,479)	40,000	40,000	40,000	-	12,659	68%
5500 OpsHousekeeping	1,317	1,317	1,317	1,317	1,907	3,053	1,317	1,317	1,317	14,177	15,107	930	40,000	40,000	40,000	-	25,823	35%
5510 Gas & Electric	-	11,726	11,090	9,602	5,419	-	7,697	4,744	7,419	57,696	59,056	1,360	120,000	120,000	120,000	-	62,304	48%
5610 Rent & Leases	-	-	-	-	-	772	-	-	-	772	1,081	309	-	-	-	-	(772)	-
5620 EquipmentLeases	2,214	2,532	3,207	3,127	4,087	346	4,004	6,243	4,944	30,705	25,427	(5,278)	50,286	50,286	50,286	-	19,581	61%
5630 Reps&MaintBldng	-	24,268	9,400	1,755	831	-	-	461	(0)	36,715	41,049	4,334	85,000	50,000	50,000	-	13,285	73%
5800 ProfessServices	-	-	16,752	1,476	5,535	30	-	4,404	(350)	27,847	33,310	5,463	269,267	52,950	52,950	-	25,103	53%
5810 Legal	-	1,791	21,966	-	5,165	20,000	18,754	333	10,000	78,008	94,029	16,021	15,000	235,664	235,664	-	157,656	33%
5811 Property Tax	-	-	-	-	3,393	-	-	-	-	3,393	4,751	1,357	-	3,393	3,393	-	-	100%
5813 SchPrgAftSchool	-	-	-	-	-	-	-	540	-	540	-	(540)	5,500	5,500	5,500	-	4,960	10%
5814 SchPrgAcadComps	-	-	-	815	-	-	785	-	-	1,600	2,240	640	11,000	11,000	11,000	-	9,400	15%
5819 SchlProgs-Other	-	-	-	1,421	-	2,589	5,198	966	-	10,174	12,891	2,717	7,100	19,271	19,271	-	9,097	53%
5820 Audit & CPA	-	-	-	-	-	-	-	-	-	-	-	-	11,684	11,684	11,684	-	11,684	0%
5825 DMSBusiness Svcs	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5835 Field Trips	-	-	-	450	2,955	-	-	2,636	200	6,240	4,767	(1,474)	35,000	2,636	4,897	2,261	(1,344)	127%
5836 FieldTrip Trans	-	-	-	-	-	-	-	4,281	3,955	8,236	-	(8,236)	-	28,355	30,000	1,645	21,763	27%
5840 MarkngStdRecrt	-	-	8,860	10,610	-	-	-	100	540	20,111	27,259	7,148	20,000	20,115	20,115	-	4	100%
5850 Oversight Fees	-	-	-	-	-	-	-	-	-	-	-	-	79,550	79,550	79,550	-	79,550	0%
5857 Payroll Fees	-	1,873	-	-	-	1,669	3,856	5,331	2,157	14,885	9,607	(5,278)	35,900	36,150	36,150	-	21,265	41%
5860 Service Fees	231	307	577	201	225	435	525	58	123	2,682	3,286	604	2,932	2,932	2,932	-	250	91%
5861 Prior Year Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5863 Prof Developmnt	-	-	604	2,365	-	136	(202)	-	-	2,902	4,063	1,161	30,418	19,044	19,044	-	16,142	15%
5864 Prof Dev-Other	-	-	-	85	337	-	5,000	2,310	-	7,732	7,591	(141)	70,682	73,803	73,803	-	66,071	10%
5869 SpEd Ctrct Inst	-	-	-	-	-	-	76,182	35,146	28,021	139,350	106,655	(32,694)	-	242,435	242,435	-	103,085	57%
5872 SpEd Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	19,709	19,709	-	19,709	0%
5875 StaffRecruiting	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5884 Substitutes	-	-	2,120	2,060	6,653	3,252	(4,353)	4,153	25,694	39,579	13,625	(25,954)	85,000	77,091	77,091	-	37,512	51%
5890 Oth Svcs Non-Inst	-	-	-	-	-	-	-	-	-	-	-	-	3,000	3,000	3,000	-	3,000	0%
5900 Communications	-	-	-	-	-	-	-	-	-	-	-	-	3,090	1,725	1,725	-	1,725	0%
5920 TelecomInternet	-	-	479	958	-	-	-	-	-	1,437	2,012	575	73,161	3,090	3,090	-	1,653	47%
5930 PostageDelivery	-	1,101	85	635	-	0	300	635	36	2,792	2,529	(263)	10,621	10,606	10,606	-	7,814	26%
5940 Technology	-	-	-	-	-	-	1,916	2,692	479	5,087	2,682	(2,405)	-	5,000	5,000	-	(87)	102%
<b>SUBTOTAL - Services &amp; Operations</b>	<b>11,222</b>	<b>316,712</b>	<b>169,341</b>	<b>129,327</b>	<b>129,109</b>	<b>123,071</b>	<b>(403,886)</b>	<b>186,637</b>	<b>190,547</b>	<b>852,080</b>	<b>800,988</b>	<b>(51,092)</b>	<b>2,156,391</b>	<b>1,720,776</b>	<b>1,724,682</b>	<b>3,906</b>	<b>872,602</b>	<b>49%</b>

2018-19 Second Interim Budget Actuals through March 31, 2019)		Year To Date											Annual Budget						
		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Actual YTD	2nd Interim Budget YTD	Variance	Adopted July 1 Budget	2nd Interim Budget	Current Forecast	Change Since 2nd Interim	Second Interim Remaining	Actuals as % of Second Interim
<b>MSA SA</b>																			
<b>Capital Outlay &amp; Depreciation</b>																			
6100	Site Imp (Pre-Capitalization)	-	-	-	-	-	-	-	-	2,065	2,065	-	(2,065)	-	-	600,000	600,000	597,935	0%
6400	EquipFixed	-	-	-	-	-	-	42,625	-	-	42,625	42,625	-	80,000	80,000	-	37,375	53%	
6900	Depreciation	-	-	-	199,022	-	-	-	-	-	199,022	199,022	-	597,067	597,067	597,067	-	398,045	33%
<b>SUBTOTAL - Cap Outlay &amp; Dep.</b>		-	-	-	199,022	-	-	42,625	-	2,065	243,713	241,648	(2,065)	597,067	677,067	1,277,067	600,000	1,033,355	19%
<b>Other Outflows</b>																			
7299	Encroachment	-	-	-	-	-	-	-	-	-	-	-	-	19,709	-	-	-	-	-
7438	InterestExpense	43,042	45,056	129,934	45,056	-	80,597	27,486	-	-	371,170	371,170	-	595,203	595,203	595,203	-	224,033	62%
<b>SUBTOTAL - Other Outflows</b>		43,042	45,056	129,934	45,056	-	80,597	27,486	-	-	371,170	371,170	-	614,912	595,203	595,203	-	224,033	62%
<b>TOTAL EXPENDITURES</b>		293,574	788,551	765,092	832,112	560,545	603,341	109,329	585,111	541,087	5,062,993	4,990,620	(72,373)	9,396,401	8,572,501	9,176,407	603,906	4,113,414	55%

**Monthly Update - Monthly Cash Flow (Actuals + Projections)**

MSA-SA	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	TOTAL
	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	BUDGET	BUDGET	BUDGET	BUDGET	
<b>BEGINNING CASH</b>	<b>708,858</b>	<b>351,947</b>	<b>412,369</b>	<b>317,183</b>	<b>433,476</b>	<b>526,768</b>	<b>719,220</b>	<b>766,445</b>	<b>556,045</b>	<b>448,613</b>	<b>1,104,757</b>	<b>779,598</b>	<b>431,478</b>	
<b>Revenue</b>														
LCFF Entitlement	270,445	284,166	521,735	1,007,872	639,406	674,339	639,405	-	-	-	-	-	2,879,180	<b>6,916,549</b>
Federal Revenue	-	-	-	-	74,796	-	170,263	-	-	84,190	9,394	9,394	60,874	<b>408,912</b>
Other State Revenues	17,322	-	114,885	31,179	31,179	51,205	143,414	27,720	52,608	43,506	-	89,289	488,273	<b>1,090,580</b>
Other Local Revenues	369	362	2,272	12,645	12,938	3,648	56,549	5,776	51,857	2,353	2,353	2,353	57,633	<b>211,110</b>
<b>Total Revenue</b>	<b>288,136</b>	<b>284,529</b>	<b>638,893</b>	<b>1,051,696</b>	<b>758,319</b>	<b>729,192</b>	<b>1,009,631</b>	<b>33,496</b>	<b>104,465</b>	<b>130,050</b>	<b>11,748</b>	<b>101,037</b>	<b>3,485,960</b>	<b>8,627,152</b>
<b>Expenses</b>														
Certificated Salaries	161,885	238,767	246,746	248,060	236,550	235,103	248,069	221,087	220,057	220,000	220,000	220,000	383,901	<b>3,100,225</b>
Classified Salaries	42,260	69,536	77,165	75,986	75,394	76,503	46,087	63,038	61,610	58,617	58,617	58,617	17,076	<b>780,506</b>
Benefits	35,166	133,866	83,777	120,416	103,629	60,168	146,287	61,570	68,334	54,251	54,251	54,251	459,555	<b>1,435,520</b>
Books and Supplies	87	13,835	13,072	14,245	15,863	27,897	2,662	52,779	(1,526)	30,999	30,999	30,999	50,509	<b>282,419</b>
Services and Operations	11,222	316,712	169,341	129,327	129,109	123,071	(403,886)	186,637	190,547	163,046	163,046	163,046	434,555	<b>1,775,774</b>
Depreciation / Cap Outlay	-	-	-	199,022	-	-	42,625	-	2,065	-	-	-	1,035,420	<b>1,279,133</b>
Other Outflows	43,042	45,056	129,934	45,056	-	80,597	27,486	-	-	-	-	-	224,033	<b>595,203</b>
<b>Total Expenses</b>	<b>293,661</b>	<b>817,772</b>	<b>720,036</b>	<b>832,112</b>	<b>560,545</b>	<b>603,341</b>	<b>109,329</b>	<b>585,111</b>	<b>541,087</b>	<b>526,912</b>	<b>526,912</b>	<b>526,912</b>	<b>2,605,050</b>	<b>9,248,780</b>
<b>Other Transactions Affecting Cash</b>														
Revenues - Prior Year Accruals	95,827	690,775	57,262	5,356	-	(2,624)	5,810	-	-	-	-	-	-	<b>852,406</b>
Accounts Receivable - Bond Project	-	-	-	-	-	-	-	-	-	975,250	-	-	-	<b>975,250</b>
Other Assets/Accrual Adj	236,449	247,930	98,728	197,220	100,590	128,835	(392,524)	-	-	-	-	-	-	<b>617,229</b>
Fixed Assets	-	-	-	85,926	(61,180)	-	(232,255)	79,609	79,609	79,609	79,609	79,609	79,609	<b>190,536</b>
Due To (From)	-	(269,311)	(89,770)	(89,770)	(89,770)	(89,770)	-	-	-	-	-	-	-	<b>(628,391)</b>
Expenses - Prior Year Accruals	(247,069)	51,649	-	-	-	-	-	-	-	-	-	-	-	<b>(195,420)</b>
Accounts Payable - Current Year	-	-	9,144	4,549	1,409	1,980	-	-	-	-	-	-	-	<b>17,082</b>
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	5,647	<b>67,764</b>
Loans Payable (Current)	-	-	-	-	-	-	-	-	-	-	-	-	-	<b>-</b>
Loans Payable (Long Term)	-	-	(111,204)	-	-	(7,500)	(7,500)	(11,667)	(119,816)	(7,500)	(7,500)	(7,500)	-	<b>(280,187)</b>
<b>Total Other Transactions</b>	<b>90,854</b>	<b>726,690</b>	<b>(30,193)</b>	<b>208,928</b>	<b>(43,304)</b>	<b>36,568</b>	<b>(620,822)</b>	<b>73,589</b>	<b>(34,560)</b>	<b>1,053,006</b>	<b>77,756</b>	<b>77,756</b>		<b>1,616,269</b>
<b>Total Change in Cash</b>	<b>85,330</b>	<b>193,447</b>	<b>(111,336)</b>	<b>428,512</b>	<b>154,471</b>	<b>162,419</b>	<b>279,480</b>	<b>(478,026)</b>	<b>(471,182)</b>	<b>656,143</b>	<b>(437,409)</b>	<b>(348,120)</b>		<b>994,641</b>
ENDING CASH (Local Bank 9120)	351,947	412,369	317,183	433,476	526,768	719,220	766,445	556,045	448,613	1,104,757	779,598	431,478		
ENDING CASH (County Treas. & Other)	200,131	333,156	317,006	629,225	690,404	660,371	892,626	625,000	261,250	261,250	149,000	149,000		
<b>ENDING CASH (TOTAL)</b>	<b>552,078</b>	<b>745,525</b>	<b>634,189</b>	<b>1,062,701</b>	<b>1,217,172</b>	<b>1,379,591</b>	<b>1,659,071</b>	<b>1,181,045</b>	<b>709,863</b>	<b>1,366,007</b>	<b>928,598</b>	<b>580,478</b>		



## MSA-SD Executive Summary

### SUMMARY OF RESULTS

This latest Current Forecast update projects a budget deficit of (\$843,966).

This is an increase of \$100 from the original Second Interim Budget projected deficit of (\$844,066).

This will allow MSA-SD to end this fiscal year with a balance of \$309,120, 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 (\$42,699), which represents -3 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 Second Interim = increase of \$5,958, or 0.1% of Second Interim revenues)

**LCFF Entitlement:** These "Local Control Funding Formula" revenues are the primary funding source for the school.

LCFF Entitlement projected revenues are \$0 lower than in the Second Interim, due to average daily attendance (ADA) decreasing by 0.

**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 \$0 lower than in the Second Interim, due to removal of NSLP revenue and updates to ESSA funding amounts.

**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 \$0 lower than in the Second Interim, primarily due to a changes in one-time funding levels.

**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 \$5,958 higher than in the Second Interim, reflecting updated projections of fundraising and other local revenue.

### SIGNIFICANT CHANGES IN EXPENSES (Total change from Second Interim = increase of \$5,858, or 0.1% of Second Interim expenses)

**Salaries and Benefits:** This includes all employee pay, plus benefits such as retirement, healthcare, Medicare, Social Security, etc.

Salaries and Benefits costs are \$0 lower than in the Second Interim, 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 (\$313) lower than in the Second Interim, due primarily to removal of Lunch Program costs (Object 4710).

**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 \$19,358 higher than in the Second Interim, due primarily to adding back in the Prop 39 Energy Projects.

**Depreciation, Capital Outlay, and Other Outgo:** This category includes depreciation on fixed assets and interest on long-term debt.

These costs are projected at (\$13,187) lower than in the Second Interim, reflecting stable depreciation and capital outlay projections.



2018-19 Second Interim Budget Actuals through March 31, 2019)	Year To Date												Annual Budget						
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Actual YTD	2nd Interim Budget YTD	Variance	Adopted July 1 Budget	2nd Interim Budget	Current Forecast	Change Since 2nd Interim	Second Interim Remaining	Actuals as % of Second Interim	
Projected Average Daily Attendance:														390	390	-			
<b>SUMMARY</b>																			
<b>Revenue</b>																			
LCFF Entitlement	79,176	175,960	363,080	253,912	253,842	273,311	253,772	-	-	1,653,053	1,653,053	-	3,724,672	3,171,560	3,171,560	-	1,518,507	52%	
Federal Revenue	-	-	-	-	-	12,361	17,176	-	-	29,537	29,537	-	134,778	110,987	110,987	-	81,450	27%	
Other State Revenues	9,620	-	26,936	28,239	17,316	47,365	70,280	35,310	35,920	270,986	255,146	15,840	590,983	626,463	626,463	-	355,477	43%	
Other Local Revenues	500	-	828	6,544	12,739	29,639	6,001	-	32,082	88,333	81,166	7,167	79,331	144,662	150,620	5,958	62,287	59%	
<b>Total Revenue</b>	<b>89,296</b>	<b>175,960</b>	<b>390,844</b>	<b>288,695</b>	<b>283,897</b>	<b>362,676</b>	<b>347,230</b>	<b>35,310</b>	<b>68,002</b>	<b>2,041,910</b>	<b>2,018,902</b>	<b>23,007</b>	<b>4,529,764</b>	<b>4,053,672</b>	<b>4,059,630</b>	<b>5,958</b>	<b>2,017,721</b>	<b>50%</b>	
<b>Expenditures</b>																			
Certificated Salaries	94,940	127,178	128,586	131,584	128,611	133,914	125,100	129,377	128,543	1,127,833	1,102,904	24,929	1,664,407	1,559,448	1,559,448	-	431,615	72%	
Classified Salaries	25,053	27,475	29,806	28,011	28,839	30,927	34,620	29,581	29,003	263,315	258,873	4,442	238,576	398,672	398,672	-	135,357	66%	
Benefits	19,286	67,724	55,169	32,022	56,519	30,758	72,122	30,773	64,625	428,999	373,360	55,638	696,366	723,079	723,079	-	294,080	59%	
Books and Supplies	-	13,908	19,806	30,617	5,657	10,272	17,842	15,434	(50,724)	62,811	106,208	(43,397)	136,427	119,388	119,075	(313)	56,264	53%	
Services and Operating Exp.	49,780	162,068	117,439	116,134	63,259	(62,387)	190,083	(1,725)	103,814	738,465	694,230	44,234	1,736,112	1,993,280	2,012,638	19,358	1,274,174	37%	
Depreciation & Cap Outlay	-	12,800	-	15,216	-	-	-	-	-	28,016	38,314	(10,298)	45,647	103,871	90,685	(13,187)	62,669	31%	
Other Outflows	-	-	-	-	-	-	-	104,277	-	104,277	120,000	(15,723)	12,006	-	-	-	(104,277)	-	
<b>Total Expenditures</b>	<b>189,058</b>	<b>411,153</b>	<b>350,807</b>	<b>353,584</b>	<b>282,885</b>	<b>143,483</b>	<b>439,767</b>	<b>307,717</b>	<b>275,260</b>	<b>2,753,715</b>	<b>2,693,889</b>	<b>59,825</b>	<b>4,529,541</b>	<b>4,897,738</b>	<b>4,903,596</b>	<b>5,858</b>	<b>2,149,882</b>	<b>56%</b>	
<b>Net Revenues</b>										<b>(711,805)</b>	<b>(674,987)</b>	<b>(36,818)</b>	<b>223</b>	<b>(844,066)</b>	<b>(843,966)</b>	<b>100</b>	<b>(132,161)</b>		
<b>Fund Balance</b>																			
Beginning Balance (Audited)															1,153,086				
Net Revenues															(843,966)				
<b>Ending Fund Balance</b>															<b>309,120</b>				



2018-19 Second Interim Budget Actuals through March 31, 2019)		Year To Date											Annual Budget						
MSA SD		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Actual YTD	2nd Interim Budget YTD	Variance	Adopted July 1 Budget	2nd Interim Budget	Current Forecast	Change Since 2nd Interim	Second Interim Remaining	Actuals as % of Second Interim
<b>REVENUE DETAIL</b>																			
<b>LCFF Entitlement</b>																			
8011	State Aid	40,408	41,202	74,958	74,234	74,164	74,164	74,094	-	-	453,224	453,224	-	1,016,244	833,677	833,677	-	380,453	54%
8012	EPA Entitlement	-	-	19,399	-	-	-	19,399	-	-	38,798	38,798	-	92,299	78,074	78,074	-	39,276	50%
8019	Prior Year Adjustments	-	-	(794)	-	-	-	70	-	-	(724)	(724)	-	-	-	-	-	724	-
8096	InLieuPropTaxes	38,768	134,758	269,517	179,678	179,678	179,678	179,678	-	-	1,161,755	1,161,755	-	2,616,129	2,259,809	2,259,809	-	1,098,054	51%
<b>SUBTOTAL - LCFF Entitlement</b>		<b>79,176</b>	<b>175,960</b>	<b>363,080</b>	<b>253,912</b>	<b>253,842</b>	<b>273,311</b>	<b>253,772</b>	<b>-</b>	<b>-</b>	<b>1,653,053</b>	<b>1,653,053</b>	<b>-</b>	<b>3,724,672</b>	<b>3,171,560</b>	<b>3,171,560</b>	<b>-</b>	<b>1,518,507</b>	<b>52%</b>
<b>Federal Revenue</b>																			
8181	SpEd - Revenue	-	-	-	-	-	-	-	-	-	-	-	-	50,500	50,500	50,500	-	50,500	0%
8220	SchLunchFederal	-	-	-	-	-	-	-	-	-	-	-	-	33,724	-	-	-	-	-
8290	All Other Federal Revenue	-	-	-	-	-	12,361	17,176	-	-	29,537	29,537	-	50,554	60,487	60,487	-	30,950	49%
<b>SUBTOTAL - Federal Revenue</b>		<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>12,361</b>	<b>17,176</b>	<b>-</b>	<b>-</b>	<b>29,537</b>	<b>29,537</b>	<b>-</b>	<b>134,778</b>	<b>110,987</b>	<b>110,987</b>	<b>-</b>	<b>81,450</b>	<b>27%</b>
<b>Other State Revenue</b>																			
8311	SpEd Revenue	9,620	-	26,936	17,316	17,316	17,316	17,316	-	35,920	141,740	105,820	(35,920)	240,900	240,900	240,900	-	99,160	59%
8520	SchoolNutrState	-	-	-	-	-	-	-	-	-	-	-	-	2,172	-	-	-	-	-
8550	MandCstReimburs	-	-	-	-	-	6,336	35,703	-	-	42,039	42,039	-	139,401	77,741	77,741	-	35,702	54%
8560	StateLotteryRev	-	-	-	10,923	-	-	16,375	-	-	27,298	27,298	-	89,530	89,530	89,530	-	62,232	30%
8590	AllOthStateRev	-	-	-	-	-	23,713	886	35,310	-	59,909	79,989	20,080	118,980	218,292	218,292	-	158,383	27%
<b>SUBTOTAL - Other State Revenue</b>		<b>9,620</b>	<b>-</b>	<b>26,936</b>	<b>28,239</b>	<b>17,316</b>	<b>47,365</b>	<b>70,280</b>	<b>35,310</b>	<b>35,920</b>	<b>270,986</b>	<b>255,146</b>	<b>(15,840)</b>	<b>590,983</b>	<b>626,463</b>	<b>626,463</b>	<b>-</b>	<b>355,477</b>	<b>43%</b>
<b>Local Revenue</b>																			
8600	Other Local Revenue	-	-	-	-	-	-	-	-	29,392	29,392	-	(29,392)	-	29,392	29,392	-	-	100%
8634	StudentLunchFee	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8650	Leases & Rentals	-	-	-	-	-	-	-	-	-	-	1,000	1,000	2,500	2,500	2,500	-	2,500	0%
8660	Interest	500	-	828	52	-	661	168	-	-	2,209	3,325	1,117	-	5,000	5,000	-	2,791	44%
8698	OthRev-Suspense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8699	Other Revenue	-	-	-	6,493	5,921	27,950	13,680	-	-	54,043	77,917	23,874	76,831	107,770	113,728	5,958	59,685	48%
8701	CMO Fee - MSA-1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8702	CMO Fee - MSA-2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8703	CMO Fee - MSA-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8704	CMO Fee - MSA-4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8705	CMO Fee - MSA-5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8706	CMO Fee - MSA-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8707	CMO Fee - MSA-7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8708	CMO Fee - MSA-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8709	CMO Fee - MSA-SA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8712	CMO Fee - MSA-SD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8791	SpEd Revenue (Local)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8802	Private Donations/Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8803	Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8999	Revenues-Susp	-	-	-	-	6,818	1,029	(7,847)	-	2,690	2,690	(1,076)	(3,765)	-	-	-	-	(2,690)	-
<b>SUBTOTAL - Local Revenue</b>		<b>500</b>	<b>-</b>	<b>828</b>	<b>6,544</b>	<b>12,739</b>	<b>29,639</b>	<b>6,001</b>	<b>-</b>	<b>32,082</b>	<b>88,333</b>	<b>81,166</b>	<b>(7,167)</b>	<b>79,331</b>	<b>144,662</b>	<b>150,620</b>	<b>5,958</b>	<b>62,287</b>	<b>59%</b>
<b>TOTAL REVENUE</b>		<b>89,296</b>	<b>175,960</b>	<b>390,844</b>	<b>288,695</b>	<b>283,897</b>	<b>362,676</b>	<b>347,230</b>	<b>35,310</b>	<b>68,002</b>	<b>2,041,910</b>	<b>2,018,902</b>	<b>(23,007)</b>	<b>4,529,764</b>	<b>4,053,672</b>	<b>4,059,630</b>	<b>5,958</b>	<b>2,017,721</b>	<b>50%</b>



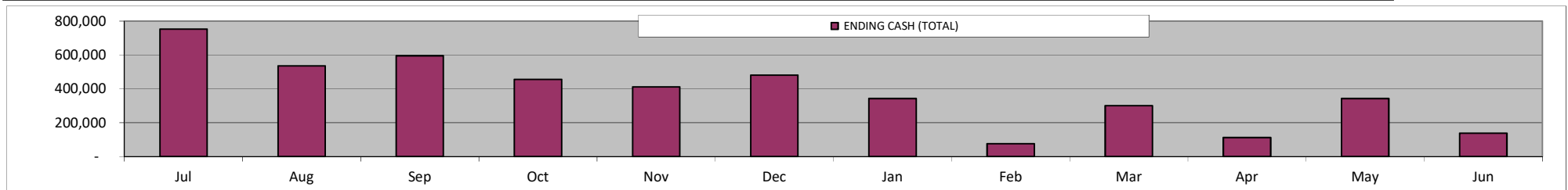
2018-19 Second Interim Budget Actuals through March 31, 2019)		Year To Date											Annual Budget						
		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Actual YTD	2nd Interim Budget YTD	Variance	Adopted July 1 Budget	2nd Interim Budget	Current Forecast	Change Since 2nd Interim	Second Interim Remaining	Actuals as % of Second Interim
<b>MSA SD</b>																			
<b>EXPENDITURES DETAIL</b>																			
<b>Certificated Salaries</b>																			
1100	TeacherSalaries	42,300	93,718	95,189	98,202	95,151	100,454	91,640	95,917	94,423	806,994	809,378	2,384	1,238,279	1,137,941	1,137,941	-	330,947	71%
1300	Cert Adminis	52,640	33,460	33,397	33,382	33,460	33,460	33,460	33,460	34,120	320,839	293,526	(27,313)	426,128	421,507	421,507	-	100,668	76%
<b>SUBTOTAL - Certificated Salaries</b>		<b>94,940</b>	<b>127,178</b>	<b>128,586</b>	<b>131,584</b>	<b>128,611</b>	<b>133,914</b>	<b>125,100</b>	<b>129,377</b>	<b>128,543</b>	<b>1,127,833</b>	<b>1,102,904</b>	<b>(24,929)</b>	<b>1,664,407</b>	<b>1,559,448</b>	<b>1,559,448</b>	-	<b>431,615</b>	<b>72%</b>
<b>Classified Salaries</b>																			
2400	Clerical & Tech	9,337	10,575	10,631	10,308	12,099	12,522	16,136	10,154	10,070	101,832	104,966	3,135	59,644	160,228	160,228	-	58,397	64%
2900	OtherClassStaff	15,716	16,900	19,175	17,703	16,740	18,405	18,485	19,428	18,933	161,483	153,907	(7,577)	178,932	238,443	238,443	-	76,960	68%
<b>SUBTOTAL - Classified Salaries</b>		<b>25,053</b>	<b>27,475</b>	<b>29,806</b>	<b>28,011</b>	<b>28,839</b>	<b>30,927</b>	<b>34,620</b>	<b>29,581</b>	<b>29,003</b>	<b>263,315</b>	<b>258,873</b>	<b>(4,442)</b>	<b>238,576</b>	<b>398,672</b>	<b>398,672</b>	-	<b>135,357</b>	<b>66%</b>
<b>Employee Benefits</b>																			
3101	STRS	8,442	21,222	21,001	21,481	21,325	20,534	19,063	21,572	21,470	176,112	164,439	(11,673)	248,164	254,538	254,538	-	78,426	69%
3202	PERS	2,354	4,574	4,874	4,787	4,622	4,797	4,991	4,637	4,464	40,100	29,491	(10,610)	36,329	36,329	36,329	-	(3,771)	110%
3301	OASDI/Med	2,915	3,571	3,855	3,772	3,687	3,840	3,802	3,691	3,624	32,757	33,307	549	51,069	52,419	52,419	-	19,661	62%
3401	HlthWelfare	1,487	36,777	24,075	402	25,370	1,586	42,903	(491)	30,028	162,136	132,600	(29,537)	337,971	356,960	356,960	-	194,824	45%
3501	UnemployIns	-	217	-	216	150	(0)	-	-	699	1,283	584	(699)	1,141	1,141	1,141	-	(142)	112%
3601	WorkersComp	4,088	1,363	1,364	1,364	1,364	-	1,364	1,364	4,339	16,610	12,834	(3,776)	21,428	21,428	21,428	-	4,817	78%
3701	Other Retirement	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3901	OthBenes	-	-	-	-	-	-	-	-	-	-	106	106	264	264	264	-	264	0%
<b>SUBTOTAL - Employee Benefits</b>		<b>19,286</b>	<b>67,724</b>	<b>55,169</b>	<b>32,022</b>	<b>56,519</b>	<b>30,758</b>	<b>72,122</b>	<b>30,773</b>	<b>64,625</b>	<b>428,999</b>	<b>373,360</b>	<b>(55,638)</b>	<b>696,366</b>	<b>723,079</b>	<b>723,079</b>	-	<b>294,080</b>	<b>59%</b>
<b>Books &amp; Supplies</b>																			
4100	Text&CoreCurric	-	-	(1,001)	-	-	-	-	-	-	(1,001)	(1,001)	-	5,150	5,150	5,150	-	6,151	-19%
4200	BooksOthRefMats	-	-	-	-	-	-	193	197	(98)	292	290	(2)	5,150	2,150	2,150	-	1,858	14%
4310	Ins Mats & Sups	-	-	-	-	2,336	-	1,000	6,969	(2,780)	7,524	5,004	(2,520)	30,000	52,421	47,421	(5,000)	39,897	16%
4315	OthrSupplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4320	Office Supplies	-	-	677	549	200	20	4,549	3,082	148	9,225	8,654	(571)	9,270	12,270	12,270	-	3,045	75%
4325	ProfDevMat&Sups	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4326	Arts&MusicSupps	-	-	-	-	-	-	-	100	1,369	1,469	-	(1,469)	2,334	2,334	2,334	-	865	63%
4335	PE Supplies	-	-	-	-	-	-	-	271	691	962	-	(962)	3,605	1,280	1,280	-	318	75%
4340	Educat Software	-	375	3,282	-	-	-	4,988	4,350	913	13,907	11,138	(2,769)	13,654	14,029	14,029	-	122	99%
4345	NonInstStdntSup	-	-	74	-	5	-	(0)	6,205	(3,137)	3,147	82	(3,065)	6,365	6,365	6,365	-	3,218	49%
4346	TeacherSupplies	-	-	-	-	-	-	0	99	-	182	125	(57)	2,500	2,500	2,500	-	2,318	7%
4350	Cust. Supplies	-	-	-	-	-	121	-	153	1,099	1,373	182	(1,192)	6,365	6,365	6,365	-	4,992	22%
4351	Yearbook	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4390	Uniforms	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4400	NonCapEquip-Gen	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4410	ClssrmFrmEqp<5k	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4430	OfficeFurnEqp<5k	-	-	-	-	-	-	-	-	-	-	-	-	3,468	3,468	3,468	-	3,468	0%
4440	Computers <\$5k	-	-	-	-	-	-	-	4,687	1,730	6,417	-	(6,417)	1,000	2,000	6,687	4,687	270	96%
4460	Fixed Asset Suspense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4710	Food	-	-	-	-	-	-	-	-	-	-	-	-	40,670	-	-	-	-	-
4720	Food:Other Food	-	-	242	2,044	0	(0)	125	-	530	2,941	3,496	554	6,896	9,056	9,056	-	6,114	32%
4990	Prior Year Exp	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4999	Misc Exp-Suspense	-	13,533	16,531	28,025	3,115	10,047	6,987	(10,677)	(51,189)	16,372	78,238	61,866	-	-	-	-	(16,372)	-
<b>SUBTOTAL - Books and Supplies</b>		<b>-</b>	<b>13,908</b>	<b>19,806</b>	<b>30,617</b>	<b>5,657</b>	<b>10,272</b>	<b>17,842</b>	<b>15,434</b>	<b>(50,724)</b>	<b>62,811</b>	<b>106,208</b>	<b>43,397</b>	<b>136,427</b>	<b>119,388</b>	<b>119,075</b>	<b>(313)</b>	<b>56,264</b>	<b>53%</b>

2018-19 Second Interim Budget Actuals through March 31, 2019)		Year To Date											Annual Budget							
MSA SD		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Actual YTD	2nd Interim Budget YTD	Variance	Adopted July 1 Budget	2nd Interim Budget	Current Forecast	Change Since 2nd Interim	Second Interim Remaining	Actuals as % of Second Interim	
<b>Services &amp; Other Operating Expenses</b>																				
5101	CMO Fees	-	68,286	34,143	34,143	34,143	34,143	34,143	34,143	34,143	307,285	307,285	-	409,714	409,714	409,714	-	-	163,526	75%
5205	Conference Fees	-	-	-	-	-	-	-	7,474	(3,296)	4,179	-	(4,179)	4,790	4,790	4,790	-	-	102,429	87%
5210	MilesParkTolls	-	-	25	1,570	99	95	654	0	-	2,444	2,537	93	7,426	2,426	2,676	250	233	91%	
5215	TravConferences	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5220	TraLodging	-	-	76	1,839	(0)	0	(0)	0	2,495	4,410	2,681	(1,729)	7,210	6,210	6,210	-	1,800	71%	
5300	DuesMemberships	-	-	1,020	-	-	4,100	95	189	(94)	5,309	7,301	1,992	5,729	5,729	5,729	-	420	93%	
5450	Other Insurance	5,027	1,676	1,675	1,675	1,675	-	1,675	1,675	3,350	18,428	16,083	(2,345)	22,550	22,550	22,550	-	4,122	82%	
5500	OpsHousekeeping	371	742	1,137	491	1,309	-	1,493	2,051	1,220	8,813	7,314	(1,499)	56,650	18,650	18,650	-	9,837	47%	
5510	Gas & Electric	301	3,995	7,773	8,123	6,169	164	467	4,883	13,903	45,778	36,070	(9,707)	30,000	45,000	53,000	8,000	7,222	86%	
5610	Rent & Leases	39,480	79,480	59,480	59,480	-	(115,850)	124,276	(98,516)	-	147,829	146,345	(1,484)	713,760	724,784	724,784	-	576,955	20%	
5620	EquipmentLeases	-	700	1,479	1,250	350	1,148	1,697	1,454	1,056	9,135	8,995	(140)	10,609	10,609	13,109	2,500	3,974	70%	
5630	Reps&MaintBldng	-	-	100	2,387	2,543	291	1,005	-	237	6,562	8,856	2,294	42,000	19,000	27,500	8,500	20,938	24%	
5800	ProfessServices	3,534	(3,534)	1,740	3,982	8,999	25	-	-	1,305	16,050	20,644	4,594	80,660	26,584	26,584	-	10,534	60%	
5810	Legal	-	-	728	-	2,260	-	-	-	-	2,987	4,182	1,195	15,450	15,350	7,250	(8,100)	4,263	41%	
5811	Property Tax	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5813	SchPrgAftSchool	-	-	-	-	-	-	8,187	-	-	6,961	15,148	11,461	(3,687)	79,380	79,380	79,380	-	64,232	19%
5814	SchPrgAcadComps	-	-	-	-	86	-	-	1,342	1,090	2,518	120	(2,398)	4,635	2,635	2,635	-	117	96%	
5819	SchlProgs-Other	-	-	-	-	-	-	-	504	2,134	2,638	-	(2,638)	1,133	1,133	6,133	5,000	3,495	43%	
5820	Audit & CPA	-	-	-	-	-	-	-	-	-	-	-	-	10,609	10,609	10,609	-	10,609	0%	
5825	DMSBusinessSvcs	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5835	Field Trips	-	-	-	-	-	-	-	1,707	6,097	7,804	-	(7,804)	45,000	48,939	54,897	5,958	47,093	14%	
5836	FieldTrip Trans	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5840	MarkngStdtRecrt	-	-	991	-	-	-	(0)	0	96	1,087	1,387	300	15,000	18,847	18,847	-	17,760	6%	
5850	Oversight Fees	-	7,068	2,035	-	-	-	6,312	-	-	15,415	18,754	3,339	37,247	37,247	37,247	-	21,831	41%	
5857	Payroll Fees	-	-	-	-	-	-	235	920	935	2,090	329	(1,761)	16,444	16,058	13,558	(2,500)	11,468	15%	
5860	Service Fees	-	-	33	-	-	-	-	-	43	76	46	(30)	1,061	1,061	1,061	-	985	7%	
5861	Prior Year Services	-	-	-	-	-	12,224	-	-	-	12,224	17,114	4,890	-	12,224	12,224	-	-	100%	
5863	Prof Developmnt	-	-	-	-	-	-	1,421	9,224	351	10,996	1,989	(9,007)	12,360	12,360	12,110	(250)	1,114	91%	
5864	Prof Dev-Other	-	-	-	-	-	-	-	-	-	-	-	-	15,725	8,725	8,725	-	8,725	0%	
5869	SpEd Ctrct Inst	-	-	295	-	-	-	-	19,102	25,980	45,377	40,295	(5,082)	-	86,975	86,975	-	41,597	52%	
5872	SpEd Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	12,006	12,006	-	12,006	0%	
5875	StaffRecruiting	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5884	Substitutes	-	-	1,627	636	5,626	1,272	3,630	4,980	3,550	21,321	17,907	(3,414)	25,000	25,000	25,000	-	3,679	85%	
5890	OthSvcsNon-Inst	-	-	-	-	-	-	538	2,302	-	2,840	754	(2,087)	1,500	244,216	244,216	-	241,375	1%	
5900	Communications	-	-	-	280	-	-	-	-	-	280	392	112	35,063	1,225	1,225	-	945	23%	
5920	TelecomInternet	1,068	3,076	3,083	280	(0)	0	-	2,714	1,985	12,205	8,853	(3,353)	24,258	33,838	33,838	-	21,632	36%	
5930	PostageDelivery	-	579	-	-	-	-	2,521	-	-	3,100	4,108	1,008	5,150	5,150	5,150	-	2,050	60%	
5940	Technology	-	-	-	-	-	-	1,734	2,128	274	4,136	2,427	(1,708)	-	24,258	24,258	-	20,122	17%	
<b>SUBTOTAL - Services &amp; Operations</b>		<b>49,780</b>	<b>162,068</b>	<b>117,439</b>	<b>116,134</b>	<b>63,259</b>	<b>(62,387)</b>	<b>190,083</b>	<b>(1,725)</b>	<b>103,814</b>	<b>738,465</b>	<b>694,230</b>	<b>(44,234)</b>	<b>1,736,112</b>	<b>1,993,280</b>	<b>2,012,638</b>	<b>19,358</b>	<b>1,274,174</b>	<b>37%</b>	

2018-19 Second Interim Budget Actuals through March 31, 2019)		Year To Date											Annual Budget							
		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Actual YTD	2nd Interim Budget YTD	Variance	Adopted July 1 Budget	2nd Interim Budget	Current Forecast	Change Since 2nd Interim	Second Interim Remaining	Actuals as % of Second Interim	
<b>MSA SD</b>																				
<b>Capital Outlay &amp; Depreciation</b>																				
6100	Site Imp (Pre-Capitalization)	-	12,800	-	-	-	-	-	-	-	12,800	12,800	-	-	29,224	29,224	-	16,424	44%	
6400	EquipFixed	-	-	-	-	-	-	-	-	-	-	-	-	-	29,000	20,500	(8,500)	20,500	0%	
6900	Depreciation	-	-	-	15,216	-	-	-	-	-	15,216	25,514	10,298	45,647	45,647	40,961	(4,687)	25,745	37%	
<b>SUBTOTAL - Cap Outlay &amp; Dep.</b>		-	12,800	-	15,216	-	-	-	-	-	<b>28,016</b>	<b>38,314</b>	<b>10,298</b>	<b>45,647</b>	<b>103,871</b>	<b>90,685</b>	<b>(13,187)</b>	<b>62,669</b>	<b>31%</b>	
<b>Other Outflows</b>																				
7299	Encroachment	-	-	-	-	-	-	-	-	-	-	-	-	12,006	-	-	-	-	-	
7438	InterestExpense	-	-	-	-	-	-	-	-	104,277	104,277	120,000	15,723	-	-	-	-	(104,277)	-	
<b>SUBTOTAL - Other Outflows</b>		-	-	-	-	-	-	-	-	104,277	<b>104,277</b>	<b>120,000</b>	<b>15,723</b>	<b>12,006</b>	-	-	-	-	(104,277)	-
<b>TOTAL EXPENDITURES</b>		<b>146,045</b>	<b>375,207</b>	<b>326,225</b>	<b>353,584</b>	<b>282,885</b>	<b>143,483</b>	<b>439,767</b>	<b>307,717</b>	<b>275,260</b>	<b>2,753,715</b>	<b>2,693,889</b>	<b>(59,825)</b>	<b>4,529,541</b>	<b>4,897,738</b>	<b>4,903,596</b>	<b>5,858</b>	<b>2,149,882</b>	<b>56%</b>	

**Monthly Update - 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	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	BUDGET	BUDGET	BUDGET	BUDGET	
<b>BEGINNING CASH</b>	<b>764,391</b>	<b>416,675</b>	<b>360,904</b>	<b>376,285</b>	<b>382,612</b>	<b>340,016</b>	<b>358,495</b>	<b>232,427</b>	<b>(42,699)</b>	<b>182,994</b>	<b>(5,900)</b>	<b>224,532</b>	<b>19,263</b>	
<b>Revenue</b>														
LCFF Entitlement	79,176	175,960	363,080	253,912	253,842	273,311	253,772	-	-	-	-	-	1,518,507	<b>3,171,560</b>
Federal Revenue	-	-	-	-	-	12,361	17,176	-	-	-	-	-	81,450	<b>110,987</b>
Other State Revenues	9,620	-	26,936	28,239	17,316	47,365	70,280	35,310	35,920	40,088	59,415	23,713	248,101	<b>642,303</b>
Other Local Revenues	500	-	828	6,544	12,739	29,639	6,001	-	32,082	12,457	12,457	12,457	32,082	<b>157,787</b>
<b>Total Revenue</b>	<b>89,296</b>	<b>175,960</b>	<b>390,844</b>	<b>288,695</b>	<b>283,897</b>	<b>362,676</b>	<b>347,230</b>	<b>35,310</b>	<b>68,002</b>	<b>52,546</b>	<b>71,872</b>	<b>36,170</b>	<b>1,880,139</b>	<b>4,082,637</b>
<b>Expenses</b>														
Certificated Salaries	94,940	127,178	128,586	131,584	128,611	133,914	125,100	129,377	128,543	116,496	116,496	116,496	107,057	<b>1,584,376</b>
Classified Salaries	25,053	27,475	29,806	28,011	28,839	30,927	34,620	29,581	29,003	27,071	27,071	27,071	58,585	<b>403,114</b>
Benefits	19,286	67,724	55,169	32,022	56,519	30,758	72,122	30,773	64,625	19,880	19,880	19,880	290,080	<b>778,718</b>
Books and Supplies	-	13,908	19,806	30,617	5,657	10,272	17,842	15,434	(50,724)	4,053	4,053	4,053	707	<b>75,678</b>
Services and Operations	49,780	162,068	117,439	116,134	63,259	(62,387)	190,083	(1,725)	103,814	78,927	78,927	78,927	1,081,626	<b>2,056,873</b>
Depreciation / Cap Outlay	-	12,800	-	15,216	-	-	-	-	-	5,149	5,149	5,149	36,924	<b>80,387</b>
Other Outflows	-	-	-	-	-	-	-	104,277	-	-	-	-	(120,000)	<b>(15,723)</b>
<b>Total Expenses</b>	<b>189,058</b>	<b>411,153</b>	<b>350,807</b>	<b>353,584</b>	<b>282,885</b>	<b>143,483</b>	<b>439,767</b>	<b>307,717</b>	<b>275,260</b>	<b>251,576</b>	<b>251,576</b>	<b>251,576</b>	<b>1,454,979</b>	<b>4,963,421</b>
<b>Other Transactions Affecting Cash</b>														
Revenues - Prior Year Accruals	155,268	(352)	16,391	11,803	-	-	-	-	427,965	-	-	-	-	<b>611,075</b>
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	<b>-</b>
Other Assets	(18,357)	13,483	-	2,890	8,182	-	-	-	-	-	-	-	-	<b>6,198</b>
Fixed Assets	-	-	-	15,216	9,482	9,482	9,482	-	-	5,149	5,149	5,149	-	<b>59,108</b>
Due To (From)	13,371	-	-	-	-	-	-	-	-	-	400,000	-	-	<b>413,371</b>
Expenses - Prior Year Accruals	(67,214)	-	-	-	-	-	-	-	-	-	-	-	-	<b>(67,214)</b>
Accounts Payable - Current Year	-	-	(1,416)	(109,718)	(67,607)	(164,074)	(60,802)	-	-	-	-	-	-	<b>(403,617)</b>
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	-	<b>59,844</b>
Loans Payable (Current)	-	-	-	-	-	-	-	-	-	-	-	-	-	<b>-</b>
Loans Payable (Long Term)	-	-	-	-	-	-	-	-	-	-	-	-	-	<b>-</b>
<b>Total Other Transactions</b>	<b>88,055</b>	<b>18,118</b>	<b>19,962</b>	<b>(74,822)</b>	<b>(44,956)</b>	<b>(149,605)</b>	<b>(46,333)</b>	<b>4,987</b>	<b>432,952</b>	<b>10,136</b>	<b>410,136</b>	<b>10,136</b>	<b>-</b>	<b>678,766</b>
<b>Total Change in Cash</b>	<b>(11,707)</b>	<b>(217,075)</b>	<b>59,999</b>	<b>(139,711)</b>	<b>(43,944)</b>	<b>69,588</b>	<b>(138,871)</b>	<b>(267,420)</b>	<b>225,693</b>	<b>(188,894)</b>	<b>230,432</b>	<b>(205,270)</b>	<b>-</b>	<b>(202,018)</b>
<b>ENDING CASH (Local Bank 9120)</b>	<b>416,675</b>	<b>360,904</b>	<b>376,285</b>	<b>382,612</b>	<b>340,016</b>	<b>358,495</b>	<b>232,427</b>	<b>(42,699)</b>	<b>182,994</b>	<b>(5,900)</b>	<b>224,532</b>	<b>19,263</b>		
<b>ENDING CASH (County Treas. &amp; Other)</b>	<b>336,009</b>	<b>174,705</b>	<b>219,324</b>	<b>73,286</b>	<b>71,938</b>	<b>123,046</b>	<b>110,244</b>	<b>117,950</b>	<b>117,950</b>	<b>117,950</b>	<b>117,950</b>	<b>117,950</b>		
<b>ENDING CASH (TOTAL)</b>	<b>752,684</b>	<b>535,609</b>	<b>595,609</b>	<b>455,898</b>	<b>411,954</b>	<b>481,541</b>	<b>342,671</b>	<b>75,251</b>	<b>300,944</b>	<b>112,050</b>	<b>342,482</b>	<b>137,213</b>		



## MERF Executive Summary

### SUMMARY OF RESULTS

This latest Current Forecast update projects a budget deficit of (\$420,784).

This is an increase of \$3,600 from the original Second Interim Budget projected deficit of (\$424,384).

This will allow MERF to end this fiscal year with a balance of \$373,177, 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 Second Interim = decrease of \$0, or 0.0% of Second Interim 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 Second Interim, due to average daily attendance (ADA) decreasing by 0.

### SIGNIFICANT CHANGES IN EXPENSES (Total change from Second Interim = decrease of (\$3,600), or -0.1% of Second Interim expenses)

**Salaries and Benefits:** This includes all employee pay, plus benefits such as retirement, healthcare, Medicare, Social Security, etc.

Salaries and Benefits costs are \$0 lower than in the Second Interim, 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 \$14,000 higher than in the Second Interim, 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 (\$17,600) lower than in the Second Interim, 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 \$0 lower than in the Second Interim, reflecting updated depreciation and encroachment projections.



2018-19 Second Interim Budget Actuals through March 31, 2019)	Year To Date												Annual Budget					
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Actual YTD	2nd Interim Budget YTD	Variance	Adopted July 1 Budget	2nd Interim Budget	Current Forecast	Change Since 2nd Interim	Second Interim Remaining	Actuals as % of Second Interim
<b>MSA MERF</b>																		
Projected Average Daily Attendance:																		
<b>SUMMARY</b>																		
<b>Revenue</b>																		
LCFF Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other State Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Local Revenues	158,541	1,409,427	134,556	759,283	519,146	507,281	(87,067)	586,598	506,412	4,494,176	4,514,953	(20,777)	6,058,065	5,491,181	5,491,181	-	997,005	82%
<b>Total Revenue</b>	<b>158,541</b>	<b>1,409,427</b>	<b>134,556</b>	<b>759,283</b>	<b>519,146</b>	<b>507,281</b>	<b>(87,067)</b>	<b>586,598</b>	<b>506,412</b>	<b>4,494,176</b>	<b>4,514,953</b>	<b>(20,777)</b>	<b>6,058,065</b>	<b>5,491,181</b>	<b>5,491,181</b>	<b>-</b>	<b>997,005</b>	<b>82%</b>
<b>Expenditures</b>																		
Certificated Salaries	46,813	(5,797)	48,213	47,379	47,379	47,379	47,379	47,379	47,379	373,503	373,503	-	378,982	384,571	384,571	-	11,068	97%
Classified Salaries	138,198	150,746	171,295	155,738	157,569	158,281	159,536	155,059	156,315	1,402,738	1,410,436	(7,698)	2,115,146	2,103,974	2,103,974	-	701,236	67%
Benefits	38,690	73,406	36,124	59,281	39,320	50,247	154,447	49,977	53,453	554,945	467,011	87,934	772,961	782,961	782,961	-	228,016	71%
Books and Supplies	-	1,790	54,489	5,628	46,793	15,664	(59,666)	1,789	(3,511)	62,976	88,613	(25,637)	89,201	108,765	122,765	14,000	59,790	51%
Services and Operating Exp.	29,627	167,935	87,673	206,354	109,643	167,421	102,242	84,751	99,895	1,055,543	1,110,718	(55,175)	2,451,260	2,523,779	2,506,179	(17,600)	1,450,636	42%
Depreciation & Cap Outlay	-	-	-	10,575	-	-	-	-	-	10,575	10,951	(376)	515	11,515	11,515	-	940	92%
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Expenditures</b>	<b>253,328</b>	<b>388,081</b>	<b>397,794</b>	<b>484,954</b>	<b>400,705</b>	<b>438,992</b>	<b>403,939</b>	<b>338,956</b>	<b>353,531</b>	<b>3,460,279</b>	<b>3,461,232</b>	<b>(952)</b>	<b>5,808,065</b>	<b>5,915,565</b>	<b>5,911,965</b>	<b>(3,600)</b>	<b>2,451,686</b>	<b>59%</b>
<b>Net Revenues</b>										<b>1,033,897</b>	<b>1,053,722</b>	<b>(19,825)</b>	<b>250,000</b>	<b>(424,384)</b>	<b>(420,784)</b>	<b>3,600</b>	<b>(1,454,681)</b>	
<b>Fund Balance</b>																		
Beginning Balance (Audited)															793,961			
Net Revenues															(420,784)			
<b>Ending Fund Balance</b>															<b>373,177</b>			



2018-19 Second Interim Budget Actuals through March 31, 2019)		Year To Date											Annual Budget						
		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Actual YTD	2nd Interim Budget YTD	Variance	Adopted July 1 Budget	2nd Interim Budget	Current Forecast	Change Since 2nd Interim	Second Interim Remaining	Actuals as % of Second Interim
<b>MSA MERF</b>																			
<b>REVENUE DETAIL</b>																			
<b>LCFF Entitlement</b>																			
8011	State Aid	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8012	EPA Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8019	Prior Year Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8096	InLieuPropTaxes	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>SUBTOTAL - LCFF Entitlement</b>		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Federal Revenue</b>																			
8181	SpEd - Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8220	SchLunchFederal	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8290	All Other Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>SUBTOTAL - Federal Revenue</b>		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Other State Revenue</b>																			
8311	SpEd Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8520	SchoolNutrState	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8550	MandCstReimburs	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8560	StateLotteryRev	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8590	AllOthStateRev	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>SUBTOTAL - Other State Revenue</b>		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Local Revenue</b>																			
8600	Other Local Revenue	-	-	25,000	-	-	-	(25,000)	25,006	-	25,006	25,000	(6)	-	-	-	-	(25,006)	-
8600	StudentLunchFee	-	-	-	-	-	-	-	25,006	-	25,006	30,000	4,994	-	-	-	-	(25,006)	-
8650	Leases &Rentals	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8660	Interest	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8698	OthRev-Suspense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8699	Other Revenue	375	445,540	(397,725)	254,606	-	-	1,883	-	424	305,103	308,444	3,342	50,000	51,883	51,883	-	(253,220)	588%
8701	CMO Fee - MSA-1	-	165,806	82,903	82,903	82,903	82,903	82,903	82,903	82,903	746,126	746,126	-	994,835	994,835	994,835	-	248,709	75%
8702	CMO Fee - MSA-2	-	149,815	74,908	74,908	74,908	74,908	74,908	74,908	74,908	674,169	674,169	-	898,892	898,892	898,892	-	224,723	75%
8703	CMO Fee - MSA-3	82,592	82,592	82,592	82,592	82,592	82,592	82,592	82,592	82,592	743,328	743,328	-	991,104	991,104	991,104	-	247,776	75%
8704	CMO Fee - MSA-4	6,471	6,471	6,471	6,471	6,471	6,471	6,471	6,471	6,471	58,243	58,243	-	77,657	77,657	77,657	-	19,414	75%
8705	CMO Fee - MSA-5	8,604	8,604	8,604	8,604	8,604	8,604	8,604	8,604	8,604	77,440	77,440	-	103,253	103,253	103,253	-	25,813	75%
8706	CMO Fee - MSA-6	3,871	3,871	3,871	3,871	3,871	3,871	3,871	3,871	3,871	34,839	34,839	-	46,452	46,452	46,452	-	11,613	75%
8707	CMO Fee - MSA-7	41,399	41,399	41,399	41,399	41,399	41,399	41,399	41,399	41,399	372,589	372,589	-	496,785	496,785	496,785	-	124,196	75%
8708	CMO Fee - MSA-8	-	165,239	82,620	82,620	82,620	82,620	82,620	82,620	82,620	743,577	743,577	-	991,436	991,436	991,436	-	247,859	75%
8709	CMO Fee - MSA-SA	-	269,311	89,770	89,770	89,770	89,770	(527,350)	101,042	101,042	303,127	301,042	(2,085)	997,937	404,170	404,170	-	101,043	75%
8712	CMO Fee - MSA-SD	-	68,286	34,143	34,143	34,143	34,143	34,143	34,143	34,143	307,285	307,285	-	409,714	409,714	409,714	-	102,429	75%
8791	SpEd Revenue (Local)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8802	Private Donations/Grants	-	-	-	-	-	-	-	25,000	(25,000)	-	-	-	-	25,000	25,000	-	25,000	0%
8803	Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8999	Revenues-Susp	15,228	2,493	-	(2,605)	11,865	-	20,889	43,033	(12,566)	78,338	92,870	14,532	-	-	-	-	(78,338)	-
<b>SUBTOTAL - Local Revenue</b>		<b>158,541</b>	<b>1,409,427</b>	<b>134,556</b>	<b>759,283</b>	<b>519,146</b>	<b>507,281</b>	<b>(87,067)</b>	<b>586,598</b>	<b>506,412</b>	<b>4,494,176</b>	<b>4,514,953</b>	<b>20,777</b>	<b>6,058,065</b>	<b>5,491,181</b>	<b>5,491,181</b>	<b>-</b>	<b>997,005</b>	<b>82%</b>
<b>TOTAL REVENUE</b>		<b>158,541</b>	<b>1,409,427</b>	<b>134,556</b>	<b>759,283</b>	<b>519,146</b>	<b>507,281</b>	<b>(87,067)</b>	<b>586,598</b>	<b>506,412</b>	<b>4,494,176</b>	<b>4,514,953</b>	<b>20,777</b>	<b>6,058,065</b>	<b>5,491,181</b>	<b>5,491,181</b>	<b>-</b>	<b>997,005</b>	<b>82%</b>

2018-19 Second Interim Budget Actuals through March 31, 2019)		Year To Date											Annual Budget						
MSA MERF		Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Actual YTD	2nd Interim	Variance	Adopted July 1	2nd Interim	Current	Change Since	Second Interim	Actuals as %
		Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals		Budget YTD		Budget	Budget	Forecast	2nd Interim	Remaining	of Second Interim
<b>EXPENDITURES DETAIL</b>																			
<b>Certificated Salaries</b>																			
1100	TeacherSalaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1300	Cert Adminis	46,813	(5,797)	48,213	47,379	47,379	47,379	47,379	47,379	47,379	373,503	373,503	-	378,982	384,571	384,571	-	11,068	97%
<b>SUBTOTAL - Certificated Salaries</b>		<b>46,813</b>	<b>(5,797)</b>	<b>48,213</b>	<b>47,379</b>	<b>47,379</b>	<b>47,379</b>	<b>47,379</b>	<b>47,379</b>	<b>47,379</b>	<b>373,503</b>	<b>373,503</b>	<b>-</b>	<b>378,982</b>	<b>384,571</b>	<b>384,571</b>	<b>-</b>	<b>11,068</b>	<b>97%</b>
<b>Classified Salaries</b>																			
2400	Clerical & Tech	106,667	104,367	120,362	104,805	105,573	111,082	112,186	107,709	106,881	979,632	989,414	9,782	1,855,793	1,855,062	1,855,062	-	875,430	53%
2900	OtherClassStaff	31,531	46,379	50,933	50,933	51,996	47,200	47,350	47,350	49,434	423,106	421,022	(2,084)	259,353	248,912	248,912	-	(174,194)	170%
<b>SUBTOTAL - Classified Salaries</b>		<b>138,198</b>	<b>150,746</b>	<b>171,295</b>	<b>155,738</b>	<b>157,569</b>	<b>158,281</b>	<b>159,536</b>	<b>155,059</b>	<b>156,315</b>	<b>1,402,738</b>	<b>1,410,436</b>	<b>7,698</b>	<b>2,115,146</b>	<b>2,103,974</b>	<b>2,103,974</b>	<b>-</b>	<b>701,236</b>	<b>67%</b>
<b>Employee Benefits</b>																			
3101	STRS	10,071	13,233	13,498	14,082	14,374	14,526	14,806	14,479	14,479	123,548	82,785	(40,762)	94,038	94,038	94,038	-	(29,510)	131%
3202	PERS	4,036	4,165	4,165	4,165	4,165	4,165	4,165	4,165	4,165	37,357	34,076	(3,280)	49,981	49,981	49,981	-	12,624	75%
3301	OASDI/Med	9,531	9,991	10,079	8,782	8,397	8,388	10,154	9,862	10,036	85,220	87,982	2,762	141,870	141,870	141,870	-	56,650	60%
3401	HlthWelfare	1,539	37,102	(41)	24,070	4,337	1,700	70,162	1,643	21,278	161,789	138,868	(22,921)	292,748	302,748	302,748	-	140,959	53%
3501	UnemployIns	635	667	-	-	-	283	9,278	875	123	11,862	10,864	(998)	11,919	11,919	11,919	-	57	100%
3601	WorkersCmp	8,586	2,862	2,862	2,862	2,862	-	5,724	4,710	(1,354)	29,114	25,347	(3,767)	28,088	28,088	28,088	-	(1,026)	104%
3701	Other Retirement	-	-	-	-	-	16,371	35,340	9,387	-	61,098	51,711	(9,387)	-	-	-	-	(61,098)	-
3901	OthBenes	4,292	5,388	5,561	5,320	5,186	4,812	4,818	4,856	4,726	44,958	35,376	(9,582)	154,317	154,317	154,317	-	109,359	29%
<b>SUBTOTAL - Employee Benefits</b>		<b>38,690</b>	<b>73,406</b>	<b>36,124</b>	<b>59,281</b>	<b>39,320</b>	<b>50,247</b>	<b>154,447</b>	<b>49,977</b>	<b>53,453</b>	<b>554,945</b>	<b>467,011</b>	<b>(87,934)</b>	<b>772,961</b>	<b>782,961</b>	<b>782,961</b>	<b>-</b>	<b>228,016</b>	<b>71%</b>
<b>Books &amp; Supplies</b>																			
4100	Text&CoreCurric	-	-	-	-	-	-	-	-	-	-	420	420	1,051	1,051	1,051	-	1,051	0%
4200	BooksOthRefMats	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4310	Ins Mats & Sups	-	-	-	136	-	-	-	-	81	217	2,249	2,033	5,500	5,500	5,500	-	5,283	4%
4315	OthrSupplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4320	Office Supplies	-	135	1,069	1,727	435	193	3,329	590	98	7,575	17,617	10,042	34,000	34,400	34,400	-	26,825	22%
4325	ProfDevMat&Sups	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4326	Arts&MusicSupps	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4335	PE Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4340	Educat Software	-	-	-	-	-	-	-	-	-	-	3,600	3,600	9,000	9,000	9,000	-	9,000	0%
4345	NonInstStdntSup	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4346	TeacherSupplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4350	Cust. Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4351	Yearbook	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4390	Uniforms	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4400	NonCapEquip-Gen	-	-	-	1,334	-	-	4,527	-	-	5,861	7,105	1,244	1,500	8,971	8,971	-	3,110	65%
4410	ClsrmFrmEqp<5k	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4430	OffceFurnEqp<5k	-	-	-	-	-	-	-	-	-	-	800	800	-	2,000	2,000	-	2,000	0%
4440	Computers <\$5k	-	-	-	1,110	-	-	287	0	-	1,397	3,762	2,365	5,000	7,310	7,310	-	5,913	19%
4460	Fixed Asset Suspense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4710	Food	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4720	Food:Other Food	-	165	133	382	566	-	7,675	(105)	5,829	14,644	24,876	10,232	33,150	40,533	54,533	14,000	39,889	27%
4990	Prior Year Exp	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4999	Misc Exp-Suspense	-	1,490	53,288	938	45,793	15,471	(75,484)	1,304	(9,518)	33,281	28,183	(5,099)	-	-	-	-	(33,281)	-
<b>SUBTOTAL - Books and Supplies</b>		<b>-</b>	<b>1,790</b>	<b>54,489</b>	<b>5,628</b>	<b>46,793</b>	<b>15,664</b>	<b>(59,666)</b>	<b>1,789</b>	<b>(3,511)</b>	<b>62,976</b>	<b>88,613</b>	<b>25,637</b>	<b>89,201</b>	<b>108,765</b>	<b>122,765</b>	<b>14,000</b>	<b>59,790</b>	<b>51%</b>

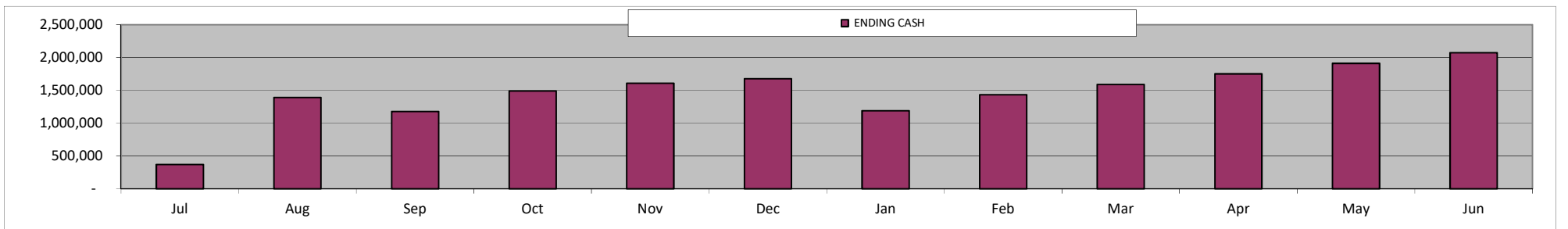


2018-19 Second Interim Budget Actuals through March 31, 2019)		Year To Date											Annual Budget						
		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Actual YTD	2nd Interim Budget YTD	Variance	Adopted July 1 Budget	2nd Interim Budget	Current Forecast	Change Since 2nd Interim	Second Interim Remaining	Actuals as % of Second Interim
<b>MSA MERF</b>																			
<b>Services &amp; Other Operating Expenses</b>																			
5101	CMO Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5205	Conference Fees	-	-	-	-	1,165	-	450	-	-	1,615	2,261	646	37,950	36,990	36,990	-	35,375	4%
5210	MilesParkTolls	2,178	4,267	2,341	3,208	4,020	2,811	5,987	557	5,610	30,977	32,157	1,180	116,000	115,000	114,000	(1,000)	83,023	27%
5215	TravConferences	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5220	Tralodging	-	20	802	-	140	6	812	3,462	1,179	6,422	2,485	(3,937)	92,150	114,650	106,050	(8,600)	99,628	6%
5300	DuesMemberships	75	150	1,017	75	75	24,000	1,264	150	1,760	28,565	37,228	8,662	10,900	62,573	62,873	300	34,308	45%
5450	Other Insurance	5,834	1,945	5,621	12,472	1,945	-	3,890	(0)	5,834	37,541	41,278	3,737	40,000	40,000	40,000	-	2,459	94%
5500	OpsHousekeeping	-	-	-	-	-	-	-	-	-	-	-	-	26,545	15,000	15,000	-	15,000	0%
5510	Gas & Electric	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5610	Rent & Leases	13,850	15,457	14,525	14,995	14,525	14,056	15,202	13,850	14,988	131,447	131,931	483	176,200	178,570	178,570	-	47,123	74%
5620	EquipmentLeases	286	286	286	286	286	286	286	286	575	2,861	2,571	(289)	13,000	13,000	14,000	1,000	11,139	20%
5630	Reps&MaintBldg	-	-	-	-	-	-	-	-	-	-	-	-	2,500	2,500	2,500	-	2,500	0%
5800	ProfessServices	6,750	27,225	37,201	39,220	27,932	16,500	15,080	15,299	23,274	208,482	203,170	(5,311)	548,750	534,100	513,955	(20,145)	305,473	41%
5810	Legal	-	4,707	15,747	7,807	4,508	5,022	1,779	1,717	-	41,287	53,515	12,228	335,000	330,000	328,700	(1,300)	287,413	13%
5811	Property Tax	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5813	SchPrgAftSchool	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5814	SchPrgAcadComps	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5819	SchlProgs-Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5820	Audit & CPA	-	-	-	-	-	58,669	-	4,863	-	63,532	73,736	10,204	50,000	70,000	78,000	8,000	14,468	81%
5825	DMSBusinessSvcs	-	103,404	-	69,130	34,468	34,468	35,332	35,332	35,332	347,465	346,161	(1,304)	500,000	500,000	500,000	-	152,535	69%
5835	Field Trips	-	-	-	20,437	-	-	-	-	-	20,437	28,612	8,175	-	25,000	25,000	-	4,563	82%
5836	FieldTrip Trans	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5840	MarkngStdtRecrt	-	-	3,500	2,036	-	4,040	3,342	-	-	12,918	18,085	5,167	58,000	57,827	63,972	6,145	51,054	20%
5850	Oversight Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5857	Payroll Fees	-	-	-	-	-	-	(76)	912	5,781	6,616	(107)	(6,723)	20,000	20,000	20,000	-	13,384	33%
5860	Service Fees	-	-	-	146	-	-	-	-	-	146	205	59	20,000	19,400	19,400	-	19,254	1%
5861	Prior Year Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5863	Prof Developmnt	-	150	960	180	5,100	25	3,989	525	-	10,929	14,505	3,577	77,000	66,525	64,525	(2,000)	53,596	17%
5864	Prof Dev-Other	-	-	-	10,552	-	2,100	5,670	1,500	-	19,822	25,651	5,829	50,500	38,500	38,500	-	18,678	51%
5869	SpEd Ctrct Inst	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5872	SpEd Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5875	StaffRecruiting	-	1,223	173	3,288	245	575	-	-	1,272	6,776	7,216	440	15,000	15,087	15,087	-	8,311	45%
5884	Substitutes	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5890	OthSvcsNon-Inst	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5900	Communications	655	657	100	655	-	-	891	-	-	2,958	3,616	658	32,000	32,950	32,950	-	29,992	9%
5920	TelecomInternet	-	-	-	703	-	-	2,113	711	711	4,238	3,942	(295)	-	4,000	4,000	-	(238)	106%
5930	PostageDelivery	-	649	(0)	-	-	-	1,979	(649)	-	1,979	3,420	1,441	13,000	11,413	11,413	-	9,434	17%
5940	Technology	-	7,796	5,400	21,164	15,234	4,864	4,255	6,237	3,580	68,529	79,079	10,549	216,765	220,694	220,694	-	152,165	31%
<b>SUBTOTAL - Services &amp; Operations</b>		<b>29,627</b>	<b>167,935</b>	<b>87,673</b>	<b>206,354</b>	<b>109,643</b>	<b>167,421</b>	<b>102,242</b>	<b>84,751</b>	<b>99,895</b>	<b>1,055,543</b>	<b>1,110,718</b>	<b>55,175</b>	<b>2,451,260</b>	<b>2,523,779</b>	<b>2,506,179</b>	<b>(17,600)</b>	<b>1,450,636</b>	<b>42%</b>

2018-19 Second Interim Budget Actuals through March 31, 2019)		Year To Date											Annual Budget						
		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Actual YTD	2nd Interim Budget YTD	Variance	Adopted July 1 Budget	2nd Interim Budget	Current Forecast	Change Since 2nd Interim	Second Interim Remaining	Actuals as % of Second Interim
<b>MSA MERF</b>																			
<b>Capital Outlay &amp; Depreciation</b>																			
6100	Site Imp (Pre-Capitalization)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6400	EquipFixed	-	-	-	10,403	-	-	-	-	-	10,403	10,642	239	-	11,000	11,000	-	597	95%
6900	Depreciation	-	-	-	172	-	-	-	-	-	172	309	137	515	515	515	-	343	33%
<b>SUBTOTAL - Cap Outlay &amp; Dep.</b>		-	-	-	10,575	-	-	-	-	-	10,575	10,951	376	515	11,515	11,515	-	940	92%
<b>Other Outflows</b>																			
7299	Encroachment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7438	InterestExpense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>SUBTOTAL - Other Outflows</b>		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL EXPENDITURES</b>		253,328	388,081	397,794	484,954	400,705	438,992	403,939	338,956	353,531	3,460,279	3,461,232	952	5,808,065	5,915,565	5,911,965	(3,600)	2,451,686	59%

**Monthly Update - Monthly Cash Flow (Actuals + Projections)**

<b>MERF</b>	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	<b>TOTAL</b>
	<b>ACTUALS</b>	<b>ACTUALS</b>	<b>ACTUALS</b>	<b>ACTUALS</b>	<b>ACTUALS</b>	<b>ACTUALS</b>	<b>ACTUALS</b>	<b>ACTUALS</b>	<b>ACTUALS</b>	<b>BUDGET</b>	<b>BUDGET</b>	<b>BUDGET</b>	<b>BUDGET</b>	
<b>BEGINNING CASH</b>	<b>475,054</b>	<b>368,643</b>	<b>1,389,372</b>	<b>1,177,066</b>	<b>1,490,509</b>	<b>1,609,067</b>	<b>1,677,474</b>	<b>1,186,585</b>	<b>1,434,345</b>	<b>1,587,343</b>	<b>1,749,594</b>	<b>1,911,845</b>	<b>2,074,096</b>	
<b>Revenue</b>														
LCFF Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other State Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Local Revenues	158,541	1,409,427	134,556	759,283	519,146	507,281	(87,067)	586,598	506,412	519,394	519,394	519,394	(581,953)	<b>5,470,404</b>
<b>Total Revenue</b>	<b>158,541</b>	<b>1,409,427</b>	<b>134,556</b>	<b>759,283</b>	<b>519,146</b>	<b>507,281</b>	<b>(87,067)</b>	<b>586,598</b>	<b>506,412</b>	<b>519,394</b>	<b>519,394</b>	<b>519,394</b>	<b>(581,953)</b>	<b>5,470,404</b>
<b>Expenses</b>														
Certificated Salaries	46,813	(5,797)	48,213	47,379	47,379	47,379	47,379	47,379	47,379	47,379	47,379	47,379	(131,070)	<b>384,571</b>
Classified Salaries	138,198	150,746	171,295	155,738	157,569	158,281	159,536	155,059	156,315	159,536	159,536	159,536	214,930	<b>2,096,276</b>
Benefits	38,690	73,406	36,124	59,281	39,320	50,247	154,447	49,977	53,453	7,748	7,748	7,748	292,707	<b>870,895</b>
Books and Supplies	-	1,790	54,489	5,628	46,793	15,664	(59,666)	1,789	(3,511)	11,958	11,958	11,958	(1,721)	<b>97,128</b>
Services and Operations	29,627	167,935	87,673	206,354	109,643	167,421	102,242	84,751	99,895	130,451	130,451	130,451	1,004,108	<b>2,451,003</b>
Depreciation / Cap Outlay	-	-	-	10,575	-	-	-	-	-	188	188	188	-	<b>11,139</b>
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>	<b>253,328</b>	<b>388,081</b>	<b>397,794</b>	<b>484,954</b>	<b>400,705</b>	<b>438,992</b>	<b>403,939</b>	<b>338,956</b>	<b>353,531</b>	<b>357,260</b>	<b>357,260</b>	<b>357,260</b>	<b>1,378,954</b>	<b>5,911,013</b>
<b>Other Transactions Affecting Cash</b>														
Revenues - Prior Year Accruals	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fixed Assets	-	-	-	171	118	118	118	118	118	118	118	118	-	<b>1,111</b>
Due To (From)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Expenses - Prior Year Accruals	(11,625)	(617)	-	-	-	-	-	-	-	-	-	-	-	<b>(12,242)</b>
Accounts Payable - Current Year	-	-	50,931	38,944	-	-	-	-	-	-	-	-	-	<b>89,875</b>
Summer Holdback for Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Loans Payable (Current)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Loans Payable (Long Term)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Other Transactions</b>	<b>(11,625)</b>	<b>(617)</b>	<b>50,931</b>	<b>39,115</b>	<b>118</b>	<b>118</b>	<b>118</b>	<b>118</b>	<b>118</b>	<b>118</b>	<b>118</b>	<b>118</b>	<b>118</b>	<b>78,744</b>
<b>Total Change in Cash</b>	<b>(106,411)</b>	<b>1,020,730</b>	<b>(212,307)</b>	<b>313,443</b>	<b>118,558</b>	<b>68,406</b>	<b>(490,889)</b>	<b>247,760</b>	<b>152,998</b>	<b>162,251</b>	<b>162,251</b>	<b>162,251</b>		<b>(361,864)</b>
<b>ENDING CASH</b>	<b>368,643</b>	<b>1,389,372</b>	<b>1,177,066</b>	<b>1,490,509</b>	<b>1,609,067</b>	<b>1,677,474</b>	<b>1,186,585</b>	<b>1,434,345</b>	<b>1,587,343</b>	<b>1,749,594</b>	<b>1,911,845</b>	<b>2,074,096</b>		





# QUESTIONS & COMMENTS



# Cover Sheet

## Facilities Updates

**Section:** IV. Information/Discussion Items  
**Item:** E. Facilities Updates  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** IV E Facilities Updates.pdf



Board Agenda Item #:	IV E- Information item
Date:	May 9, 2019
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
<b>MSA-1</b>	<p><i>New High School Building Construction Update:</i></p> <ul style="list-style-type: none"> <li>▪ Project schedule was impacted by rainfalls. Projected completion date remains early August, which should still allow school to open on time. All the exterior doors and windows have been installed. The concrete roof deck has been poured. See Exhibit A for pictures of progress. A contingency plan to open at the Bridge Bible Fellowship is still possible.</li> <li>▪ The Board granted an Ad Hoc Committee the authority to approve certain change order requests related to costs incurred by Oltmans due to the rainfall and remediation efforts.</li> </ul> <p><i>Prop 39 Energy Efficiency Grant:</i></p> <ul style="list-style-type: none"> <li>▪ HVAC and lighting upgrades are scheduled for installation on July 22, 2019 and May 22, 2019, respectively.</li> </ul>	<p><i>New High School Building Construction:</i></p> <ul style="list-style-type: none"> <li>▪ Continue with construction activities</li> <li>▪ GC is mitigating effects of rain as much as possible. See Exhibit A for pictures.</li> <li>▪ Convene Ad Hoc Committee sometime during the week of May 13<sup>th</sup> to review and approve proposed PCIs by Oltmans</li> </ul> <p><i>Prop 39 Energy Efficiency Grant:</i></p> <ul style="list-style-type: none"> <li>▪ Move forward with improvements. Make sure contracts are fully complete. Weekly calls with First Note Finance to make sure schedule does not change.</li> </ul>

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SCHOOL	UPDATES	NEXT STEPS
	<p><i>Land Use:</i></p> <ul style="list-style-type: none"> <li>The zone change application is progressing. The land use committee of the Reseda Neighborhood Council ("RNC") reviewed and recommended approval to the full RNC on May 2<sup>nd</sup></li> <li>The zone change will have to go through Reseda Central Business District (CBD) Community Design Overlay District review as part of the zone change application process.</li> </ul>	<p><i>Land Use:</i></p> <ul style="list-style-type: none"> <li>Continue with processing zone change</li> </ul>
<b>MSA-2</b>	<p><i>Campus Improvements:</i></p> <ul style="list-style-type: none"> <li>Draft of development agreement for improvements to campus is pending response from LAUSD; cost estimates were provided to LAUSD; Staff is endeavoring to connect with LAUSD to answer any final questions</li> <li>Classroom cameras installed</li> <li>MSA-2 desires to have fence reconfigured and a security gate installed; LAUSD has proposed to do the work; at the last Board meeting the Board granted the Ad Hoc Committee authority to approve.</li> </ul>	<p><i>Campus Improvements:</i></p> <ul style="list-style-type: none"> <li>MSA-2 Principal and director of facilities have weekly face to face meetings to ensure that project moves forward in a timely manner</li> <li>The fence and gate improvements will be taken to the Ad Hoc Committee for approval</li> </ul>
	<p><i>Prop 39 Energy Efficiency Grant:</i></p> <ul style="list-style-type: none"> <li>LAUSD approved HVAC upgrade project</li> <li>Facility Committee and Board approved HVAC upgrade; contract with vendor was signed. We are waiting on rebate information in order to proceed with installation.</li> <li>We are waiting for LAUSD approval of a lighting project.</li> <li>Will present lighting contract to Ad Hoc Committee for approval. Lighting contract will have contractual out in case LAUSD continues to drag its feet.</li> </ul>	<p><i>Prop 39 Energy Efficiency Grant:</i></p> <ul style="list-style-type: none"> <li>Sign remaining contract and schedule work</li> </ul>
<b>MSA-3</b>	<p><i>Prop 39 Co-location:</i></p> <ul style="list-style-type: none"> <li>MSA-3 accepted final offer from LAUSD.</li> <li>Search for private site will continue.</li> </ul>	<p><i>Prop 39 Co-location:</i></p> <ul style="list-style-type: none"> <li>Continue with site search</li> </ul>
	<p><i>Prop 39 Energy Efficiency Grant:</i></p> <ul style="list-style-type: none"> <li>MSA-3 is eligible for energy efficiency upgrades totaling \$247,000 (Lighting, HVAC, Plugload)</li> <li>Plugload management contract was approved.</li> <li>Bids have been received for lighting and HVAC (within budget)</li> <li>On May 2<sup>nd</sup>, LAUSD submitted a bid for the work. So long as they can complete the work within the budget, we are inclined to allow them to do the work. Vendor is currently reviewing bid.</li> </ul> <p><b><i>FNF will prepared contracts for execution just in case so</i></b></p>	<p><i>Prop 39 Energy Efficiency Grant:</i></p> <ul style="list-style-type: none"> <li>Project still requires approval by LAUSD; pursuing approval or approve use of LAUSD to complete the work</li> <li>Present contracts to Ad Hoc Committee or Board for approval (Board granted Ad Hoc Committee authority to approve)</li> </ul>

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SCHOOL	UPDATES	NEXT STEPS
	<b><i>that we do not miss the encumbrance deadline of June 30, 2019. Contracts will have escape clause.</i></b>	
<b>MSA-4</b>	<p><i>Prop 39 Co-location:</i></p> <ul style="list-style-type: none"> <li>▪ MSA-4 accepted final offer from LAUSD.</li> <li>▪ Search for private site continues.</li> </ul> <p><i>Prop 39 Energy Efficiency Grant:</i></p> <ul style="list-style-type: none"> <li>▪ MSA-4 is eligible for energy efficiency upgrades totaling \$231,070</li> <li>▪ Plugload contract approved by Ad Hoc committee</li> <li>▪ Bids have been received for lighting and HVAC (within budget)</li> <li>▪ On May 2<sup>nd</sup>, LAUSD submitted a bid for the work. So long as they can complete the work within the budget, we are inclined to allow them to do the work. Vendor is currently reviewing bid.</li> </ul> <p><b><i>FNF will prepared contracts for execution so that we do not miss the encumbrance deadline of June 30, 2019. Contracts will have escape clause.</i></b></p>	<p><i>Prop 39 Co-location:</i></p> <ul style="list-style-type: none"> <li>▪ Continue with site search and strategize for future move</li> </ul> <p><i>Prop 39 Energy Efficiency Grant:</i></p> <ul style="list-style-type: none"> <li>▪ Project still requires approval by LAUSD; pursuing approval or approve use of LAUSD to complete the work</li> <li>▪ Present balance of contracts to Ad Hoc Committee or Board for approval</li> </ul>
<b>MSA-5</b>	<p><i>Prop 39 Co-location:</i></p> <ul style="list-style-type: none"> <li>▪ MSA-4 accepted final offer from LAUSD.</li> </ul> <p><i>Prop 39 Energy Efficiency Grant:</i></p> <ul style="list-style-type: none"> <li>▪ MSA-5 is eligible for energy efficiency upgrades totaling \$234,833 (Lighting, HVAC, Plugload)</li> <li>▪ Bids have been received for lighting and HVAC (within budget)</li> <li>▪ Pursuing tying the new CDS code to this school so that the Prop 39 project can proceed</li> <li>▪ Plugload management contract approved</li> <li>▪ <b><i>FNF will prepared contracts for execution so that we do not miss the encumbrance deadline of June 30, 2019. Contracts will have escape clause.</i></b></li> </ul>	<p><i>Prop 39 Co-location:</i></p> <ul style="list-style-type: none"> <li>▪ None</li> </ul> <p><i>Prop 39 Energy Efficiency Grant:</i></p> <ul style="list-style-type: none"> <li>▪ Project still requires approval by LAUSD; pursuing approval</li> <li>▪ Upon approval by LAUSD, present contracts to Ad Hoc Committee or Board, as the case may be, for approval</li> <li>▪ Pursue CDS code change; we have received feedback that it will be completed but it is lagging</li> </ul>
<b>MSA-6</b>	<p>Lease</p> <ul style="list-style-type: none"> <li>▪ Church has engaged a law firm to negotiate a lease. Prior year to year leases were one page documents.</li> <li>▪ MPS Staff discussed lease terms and conditions and church attorney is preparing lease draft. As of May 3, 2019 lease has not been received but attorney was reminded to provide as soon as possible.</li> </ul>	<p>Lease</p> <ul style="list-style-type: none"> <li>▪ MPS and MSA-6 staff to meet with church representatives to negotiate lease</li> <li>▪ Continue pursuing receipt of lease</li> </ul>



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SCHOOL	UPDATES	NEXT STEPS
	<p><i>Prop 39 Energy Efficiency Grant:</i></p> <ul style="list-style-type: none"> <li>▪ Contracts for lighting retrofit and solar installation have been approved</li> </ul>	<p><i>Prop 39 Energy Efficiency Grant:</i></p> <ul style="list-style-type: none"> <li>▪ Installations will be scheduled upon landlord and tenant reaching a resolution on a lease</li> </ul>
<b>MSA-7</b>	<p><i>Prop 39 Energy Efficiency Grant:</i></p> <ul style="list-style-type: none"> <li>▪ New HVAC installation was completed</li> <li>▪ Balance of Prop 39 EEG are lighting upgrade, cool roof, and Plug Load Management</li> <li>▪ Cool roof contract approved and will be installed over spring break</li> </ul> <p><i>Other Capital Improvements:</i></p> <ul style="list-style-type: none"> <li>▪ Restrooms <ul style="list-style-type: none"> <li>○ 3 contractors have expressed an interest in the project. Two have visited the site and are expected to provide bids.</li> </ul> </li> <li>▪ Playground Resurfacing <ul style="list-style-type: none"> <li>○ MPS staff interviewed 2 vendors who bid on the work. MPS decided to select Great Western Resources.</li> </ul> </li> </ul>	<p><i>Prop 39 Energy Efficiency Grant:</i></p> <ul style="list-style-type: none"> <li>▪ Review lighting and plug load management contracts to make sure all components are integrated into contract</li> </ul> <p><i>Other Capital Improvements:</i></p> <ul style="list-style-type: none"> <li>▪ Restrooms <ul style="list-style-type: none"> <li>○ Review and evaluate bid proposals for restroom work. Submit to Ad Hoc Committee for approval</li> </ul> </li> <li>▪ Playground Resurfacing <ul style="list-style-type: none"> <li>○ Present proposal and contract to Ad Hoc Committee for approval</li> </ul> </li> </ul>
<b>MSA-8</b>	<p>Prop 39 Energy Efficiency Grant:</p> <ul style="list-style-type: none"> <li>▪ Total grant of \$232,428.36</li> <li>▪ While site meeting with LAUSD mid-February went well LAUSD has not followed up.</li> <li>▪ FNF conducted site walks with interested vendors</li> <li>▪ <b><i>FNF will prepared contracts for execution so that we do not miss the encumbrance deadline of June 30, 2019. Contracts will have escape clause.</i></b></li> </ul>	<p>Prop 39 Energy Efficiency Grant:</p> <ul style="list-style-type: none"> <li>▪ Continue follow up with LAUSD</li> <li>▪ Select contractors for various scopes of work.</li> <li>▪ Present proposal and contract to Ad Hoc Committee for approval</li> </ul>

May 9, 2019  
Page 5



SCHOOL	UPDATES	NEXT STEPS
<b>MSA-SAN DIEGO</b>	Close Out: <ul style="list-style-type: none"> <li>▪ Final pieces of close out in motion –               <ul style="list-style-type: none"> <li>○ Assistive listening devices ordered</li> <li>○ CASp (“certified access specialist”) did site walk to identify remaining ADA deficiencies</li> </ul> </li> </ul>	Close Out: <ul style="list-style-type: none"> <li>▪ Install assistive listening devices and fix ADA deficiencies and get Inspector of Record (“IOR”) sign-off</li> </ul>
	Prop 39 Energy Efficiency Grant: <ul style="list-style-type: none"> <li>▪ Consultants submitted report for use of Prop 39 funds at new site by amending expenditure plan. Request was rejected by Energy Commission Staff and then appeal was rejected by Director of Energy Commission. We appealed to the full commission and will go before the commission on May 15th</li> </ul>	Prop 39 Energy Efficiency Grant: <ul style="list-style-type: none"> <li>▪ Appeal of denial of amendment to expenditure plan in process</li> </ul>
<b>MSA-SANTA ANA</b>	There are some warranty issues that need to be addressed by the general contractor.	Director of Facilities following up.



Exhibit A

Pictures of Current Construction Progress



# Cover Sheet

## Approval of Summer School Agreements

**Section:** VI. Possible Action Items  
**Item:** A. Approval of Summer School Agreements  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** V\_A\_Summer\_Schools\_Agreements.pdf



Board Agenda Item #	Action Item VA
Date:	May 9, 2019
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Erdinc Acar, Chief Academic Officer
RE:	Summer School Agreements

### **Proposed Board Recommendation**

Staff moves that the full Board of Directors of MPS (the “**MPS Board**”) approve that MPS staff be directed to negotiate and execute summer school agreements with Learn4Life to be able to jointly run summer schools for MPS students.

### **Background**

MPS provides summer school options to all MPS students and staff to enrich and supplement our academic programs. Each year about 600 students from all grades benefit from these programs. This year, summer schools will run on July 1-26, 2019 in school campuses of MSA-1, 7, SA and SD.

MPS partnered with Learn4Life to facilitate the program in a way to have our own teachers, admin and support staff to run the summer schools in our campuses. Attached agreements, reviewed by the MPS legal counsel, outline the nature, terms and conditions of this partnership.

### **Budget Implications.**

No expense implications on Magnolia schools.

**Name of Staff Originator:** Erdinc Acar, CAO

### **Attachments**

Summer Program Agreements

**SUMMER PROGRAM AGREEMENT  
BETWEEN  
MAGNOLIA PUBLIC SCHOOLS  
AND  
ANTELOPE VALLEY LEARNING ACADEMY, INC. and  
ANTELOPE VALLEY LEARNING ACADEMY**

This Summer Program Agreement (“Agreement”) is executed as of this 7th day of May, 2019, by and between Magnolia Public Schools ("District"), a public school district, and Antelope Valley Learning Academy, Inc. (“Non Profit”), a California nonprofit public benefit corporation which operates Antelope Valley Learning Academy (“Charter School”). The District and Charter School are individually a “Party” and collectively referred to herein as the “Parties.”

**RECITALS**

- A. WHEREAS, the Non Profit operates one or more charter schools pursuant to the California Charter School Act, California Education Code section 47600 et seq.;
- B. WHEREAS, the Parties wish to enter into an agreement setting forth the terms and conditions under which the Charter School will conduct, separate from, and independent of, the District, an independent study program for credit during the summer break (“Summer Program”);
- C. WHEREAS, the Parties wish to work cooperatively to ensure that the classes offered through the Summer Program meet District and State charter school requirements;
- D. WHEREAS, the Parties wish to work cooperatively to ensure that all eligible students who enroll and participate in the Summer Program meet the State requirements for charter school attendance accounting; and
- E. WHEREAS, the Parties wish to set forth their respective rights and obligations concerning the operation of the Summer Program.

NOW, THEREFORE, in consideration of the mutual promises and agreements set forth herein, the Parties agree as follows:

1. **Enrollment Minimum**: The Summer Program shall operate from July 1, 2019 through July 26, 2019. The size of each Summer Program class shall not be less than an average of twenty-five (25) students per course offered, exclusive of special education courses. In the event that any class shall fall below the required minimum enrollment as set forth herein, the District will make reasonable efforts to combine class(es).
2. **Funds**: The Charter School shall receive any and all State funds generated by the enrollment and participation of all eligible students in the Summer Program. Any division of State funds generated from the Summer Program shall be divided by the Charter School in any manner deemed appropriate by the Charter School.

3. **Financial Responsibility:** District and the Charter School shall be financially responsible for each of those designated costs related to the operation of the Summer Program, in accordance with the agreed upon shared cost sheet that is attached hereto as Attachment A (“Services”). Attachment A is a budget projection that may be amended by the Parties through their mutual written agreement, and actual invoices shall be based on the final number of students enrolled in the Summer Program. The payments of any invoices and/or reimbursements described in this Agreement to District by Charter School shall be made in accordance with the time periods as set forth in Attachment A.
  
4. **Administrative Services:** The District shall provide all reasonable and customary Administrative Services necessary for the Summer Program. Such Administrative Services shall include the development of the master schedule, assignment of teachers, scheduling of students, budget development and monitoring, and general supervision of students and staff of the Summer Program, subject to the following requirements:
  - a. The District shall be responsible for ensuring that all Summer Program teachers are properly credentialed and appropriately assigned.
  - b. The District shall be responsible for ensuring that teachers record student attendance daily and collect work samples for each of the Summer Program classes and that all attendance records are maintained in accordance with state law and the Charter School’s attendance recording policies, which shall be provided to the District.
  - c. The District shall ensure that live scans, background checks and Tuberculosis tests have been conducted and satisfactory clearances obtained for District employees assigned to the Summer Program prior to the commencement of the Summer Program, and District shall provide and withdraw candidates according to the California Education Code.
  - d. The District shall be responsible for ensuring students who participate in the Summer Program are (a) eligible for enrollment in the Summer Program, (b) meet eligible grade levels served by the Charter School, and (c) meet all charter school attendance accounting requirements. In connection therewith, the District shall be responsible for the registration of such students, including but not limited to the collection and verification of all documents required for enrollment in the Summer Program. This includes the District’s obligation to ensure that (a) no students are concurrently enrolled in the Summer Program with the Charter School or any other District-sponsored educational programs where ADA is being collected for the student, (b) that all students meet minimum age requirements for transitional kindergarten/kindergarten, and (c) that all students have proof of required immunizations that are current for the applicable school year. The District shall initiate the registration process and instruct all eligible students to complete and return all required forms. Prior to the first day of enrollment, the District shall be responsible for screening applicants and ensuring that only those qualifying students who are eligible to enroll and participate in the Summer Program.

- e. The District shall ensure that all students with Individualized Education Programs (“IEPs”) enrolling in the Summer Program have current IEPs in effect prior to June 30, 2019, which must remain current through the end of the Summer Program. The District shall be solely responsible and liable for all special education services provided to students participating in the Summer Program as required under the IDEA and Section 504.
  - f. The District shall ensure compliance with any support staff services requirements as described in Paragraph 6 below.
  - g. As may be required, the District shall provide all transportation for any field trips that are part of the Summer Program. The Charter School shall reimburse the District for the costs of all such field trip transportation per the amounts agreed upon and set forth in Attachment A. In addition, District shall (a) provide and require all Summer Program students participating in any field trips to complete and return the District’s typical field trip permission slip, and (b) include the Charter School as an additional insured on District’s commercial auto insurance or like policy that covers school buses and the transportation of students. Moreover, Charter School shall have its classroom teachers provide those students participating in any field trip with a separate Charter School waiver and release form to be signed by the parents and returned prior to any field trip.
- 5. Teachers:** The Charter School shall have the sole and absolute authority and discretion to hire, terminate and determine the commercially reasonable salaries, hours of work and duties of the persons employed by the Charter School to teach the classes and conduct the programs, subject to the following:
- a. Selected applicants must hold a valid California single subject or multiple subject teaching credential in area of specialization.
  - b. The Charter School shall require selected applicants to sign new hire paperwork prior to their first day of providing instruction that states they are employees of the Charter School.
  - c. As employees of the Charter School, the Charter School shall compensate the teachers directly for their instructional services. In addition, the Charter School shall be responsible for and provide proof of workers’ compensation coverage for all teachers.
  - d. Teacher positions shall be paid for agreed upon hours and rates not to exceed thirty (30) hours per week.
  - e. Overtime must be approved in advance by the Charter School.
  - f. The District shall pay for substitute teaching services at the District’s negotiated hourly rate and submit an invoice to the Charter School for reimbursement and payment, which shall be made pursuant to the terms of this Agreement.
  - g. The Charter School shall directly notify its teachers of their acceptance and/or termination into or from the Summer Session Program.



- 6. Facilities/Support Staff Positions and Student Enrollment:** The District shall provide all facilities and may elect to provide support services and classified staff and the Charter School shall pay the District for these services per the amount agreed upon (see Attachment A). If support services or classified staff are hired directly by the Charter School, such staff shall be hired at the sole discretion of the Charter School, shall fully abide by the Charter School employment policies, and shall be considered at-will employees. The District shall have no right to determine or participate in the employment terms, conditions, titles, negotiations or any other attendant activity involved in the employment of such staff by the Charter School. Should the District provide support services and classified staff, Attachment A represents an agreed upon amount for rates per hour for support staff and an estimation of hours and staff needed. The District shall prepare the final invoice after November 1, 2019 and submit the invoice to the Charter School. The final invoice shall be based on the actual numbers of students enrolled in the Summer Program and, therefore, the actual number of support services and classified staff utilized. The District's support staff services shall include (a) ensuring only eligible students enroll in Summer Program; (b) ensuring attending students meet all Charter School attendance accounting requirements; (c) providing the disseminating and retrieving books and materials necessary for course completion; and (d) providing the Charter School with certified copies of attendance reports. Payment by the Charter School to the District is contingent upon the successful enrollment of students and payment by the State for that enrollment for the ADA generated by the District students.
- 7. Books and Materials:** The District shall be responsible for disseminating and retrieving books and materials as necessary for course completion. Since classroom texts are the property of the District, they will be checked out to by District staff to eligible students enrolled in and participating in the Summer Program. In connection therewith, the District shall immediately notify the Charter School of any offenses committed by students that may require suspension and/or expulsion.
- 8. Student Meals:** If applicable, the District shall be responsible in its entirety for all student meals provided during this Summer Program (July 1, 2019 through July 26, 2019). The Charter School shall reimburse the District for student meals per the amount agreed upon (see Attachment A) based on the actual number of students eligible for student meals and enrolled in the Summer Program.
- 9. Required Reports:** The Charter School shall have the right to request additional student documentation as needed.
- 10. Grades/Credits:** The District agrees to honor grades issued and credits earned so long as they meet all District and State requirements.
- 11. No Registration Fees:** The Parties agree that there shall be no fees, registration or other fees, or tuition charged for the Summer Program offered to eligible students enrolled in the Summer Program.
- 12. Insurance:** The Charter School and the District shall each maintain general liability and professional liability insurance for not less than \$1,000,000 per occurrence and \$2,000,000

aggregate, and workers' compensation insurance as required by California state law. The Charter School and the District each warrant they have adequate professional liability, general liability and workers' compensation to provide coverage for liabilities arising out of, respectively, the Charter School and the District performance under this Agreement. The Charter School and the District shall each furnish proof of insurance coverage to each other at commencement of this Agreement and upon request.

- 13. Confidentiality:** The Parties shall share information regarding students, applicants, and teachers in accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA) and all other applicable statutes, and consistent with ethical standards and all legal requirements. All such shared information shall remain private and confidential, shall not be published by either Party, and shall not be shared with, divulged, or given to individuals or groups not a party to this Agreement, except as required by law. If required by federal or state law, a student must be informed in writing that the Parties intend to share information about him or her and consent in writing thereto before that information may be shared.
- 14. Mutual Indemnification:** The District agrees to indemnify, hold harmless and defend the Charter School, its directors, officers, employees, agents and volunteers from any and all liabilities for injury to persons and damage to property arising out of any breach of the terms of this Agreement, and any willful misconduct or active negligent act of the District's officers, owners, employees, agents or volunteers in connection with this Agreement. The Charter School agrees to indemnify, hold harmless and defend the District, its officers, owners, employees, agents and volunteers from any and all liabilities for injury to persons and damage to property arising out of any breach of the terms of this Agreement, and any willful misconduct or active negligent act of the Charter School's directors, officers, employees, agents or volunteers in connection with this Agreement.
- 15. Term:** This Agreement shall be effective on the date upon which it is fully executed by the Parties. Either Party wishing to terminate this Agreement shall do so by giving the other Party written notice no less than sixty (60) days prior to the effective date of the termination.
- 16. Amendments:** Any modification of this Agreement must be in writing and executed by duly authorized representatives of the Parties specifically indicating the intent of the Parties to modify this Agreement, in accordance with the following:
- a. The duly authorized representative of the Charter School shall be the President of the Non Profit or his/her designee.
  - b. The duly authorized representatives of the District shall be the Board of Trustees of the District and the District Superintendent or his/her designee.
- 17. Non-Discrimination:** The Parties to this Agreement shall not unlawfully discriminate, harass, or allow harassment against any student, employee, applicant for employment, or participant for services provided under this Agreement because of actual or perceived characteristics of race, color, age, religion, sex and pregnancy, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, immigration status, genetic

information, medical condition, marital status, sexual orientation, physical or mental disability, childbirth or related medical conditions, military and veteran status, request for, use or denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. Parties to this Agreement will assure compliance with the American with Disabilities Act (ADA) of 1990, as amended, which prohibits discrimination on the basis of disability, as well as applicable regulations and guidelines issued pursuant to ADA.

**18. Independent Contractor Relationship:** Nothing contained herein shall alter the Parties' independent contractor relationship with respect to each other and each shall be responsible for compliance with all laws, rules and regulations involving, but not limited to, employment of labor, hours of labor, health and safety, working conditions and payment of wages in connection with this Agreement. Any employee of a Party shall be solely an employee of that Party and shall be under the sole and exclusive direction and control of that Party. Nothing set forth herein shall make an employee of a Party an employee of the other Party for any purpose whatsoever.

**19. Miscellaneous**

- a. **Assignment.** Neither Party may assign or delegate its obligations under this Agreement without the prior written consent of the other Party.
- b. **Compliance with Laws and Regulations.** The Parties shall comply with all federal, state and local laws and regulations applicable to their performance as described in this Agreement.
- c. **Governing Law.** This Agreement shall be governed by and interpreted or construed in accordance with the laws of the State of California.
- d. **Consent.** Where consent, approval or mutual agreement is required of a Party, it shall not be unreasonably withheld or delayed.
- e. **Entire Agreement.** Except for written amendments, supplements or modifications made after the execution of this Agreement, this Agreement represents the entire agreement between the Parties hereto with respect to the subject matter of this Agreement and supersedes all prior renegotiations, representations and agreements, either oral or written.
- f. **Successors.** This Agreement shall be binding on and inure to the benefit of the respective successors and permitted assigns of the Parties.
- g. **Authorization to Execute.** Each Party represents and warrants that the person signing below on its behalf is authorized to execute this Agreement.
- h. **Notifications.** All notices required by this Agreement may be sent by US mail, UPS, FedEx, or other reputable carrier, postage pre-paid to the Parties as follows:

Magnolia Public Schools  
Alfredo Ruvalcava, CEO and Superintendent  
250 East 1<sup>st</sup> St, Suite 1500  
Los Angeles, CA 90012  
(213) 628-3634 phone  
(714) 362-9588 fax

Antelope Valley Learning Academy, Inc.  
Jeri Vincent, CFO  
177 Holston Dr.  
Lancaster, CA 93535  
(661) 272-1225 phone  
(661) 945-2430 fax

Each person below represents that she/he is legally authorized to execute this Agreement on behalf of the designated entity and that such execution shall bind the designated entity to the terms of this Agreement. This Agreement may be signed in counterpart such that the signatures may appear on the separate signature pages. Facsimile or photocopy signatures shall have the same force and effect as original signatures.

**MAGNOLIA PUBLIC SCHOOLS**

**ANTELOPE VALLEY  
LEARNING ACADEMY, INC.**

By: \_\_\_\_\_

By: \_\_\_\_\_

Title: \_\_\_\_\_

Title: \_\_\_\_\_

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

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

**SUMMER PROGRAM AGREEMENT  
BETWEEN  
MAGNOLIA PUBLIC SCHOOLS  
AND  
DIEGO PLUS EDUCATION CORPORATION and DIEGO HILLS CENTRAL  
PUBLIC CHARTER**

This Summer Program Agreement (“Agreement”) is executed as of this 7th day of May, 2019, by and between Magnolia Public Schools ("District"), a public school district, and Diego Plus Education Corporation (“Non Profit”), a California nonprofit public benefit corporation which operates Diego Hills Central Public Charter (“Charter School”). The District and Charter School are individually a “Party” and collectively referred to herein as the “Parties.”

**RECITALS**

- A. WHEREAS, the Non Profit operates one or more charter schools pursuant to the California Charter School Act, California Education Code section 47600 et seq.;
- B. WHEREAS, the Parties wish to enter into an agreement setting forth the terms and conditions under which the Charter School will conduct, separate from, and independent of, the District, an independent study program for credit during the summer break (“Summer Program”);
- C. WHEREAS, the Parties wish to work cooperatively to ensure that the classes offered through the Summer Program meet District and State charter school requirements;
- D. WHEREAS, the Parties wish to work cooperatively to ensure that all eligible students who enroll and participate in the Summer Program meet the State requirements for charter school attendance accounting; and
- E. WHEREAS, the Parties wish to set forth their respective rights and obligations concerning the operation of the Summer Program.

NOW, THEREFORE, in consideration of the mutual promises and agreements set forth herein, the Parties agree as follows:

1. **Enrollment Minimum**: The Summer Program shall operate from July 1, 2019 through July 26, 2019. The size of each Summer Program class shall not be less than an average of twenty-five (25) students per course offered, exclusive of special education courses. In the event that any class shall fall below the required minimum enrollment as set forth herein, the District will make reasonable efforts to combine class(es).
2. **Funds**: The Charter School shall receive any and all State funds generated by the enrollment and participation of all eligible students in the Summer Program. Any division of State funds generated from the Summer Program shall be divided by the Charter School in any manner deemed appropriate by the Charter School.

3. **Financial Responsibility:** District and the Charter School shall be financially responsible for each of those designated costs related to the operation of the Summer Program, in accordance with the agreed upon shared cost sheet that is attached hereto as Attachment A (“Services”). Attachment A is a budget projection that may be amended by the Parties through their mutual written agreement, and actual invoices shall be based on the final number of students enrolled in the Summer Program. The payments of any invoices and/or reimbursements described in this Agreement to District by Charter School shall be made in accordance with the time periods as set forth in Attachment A.
  
4. **Administrative Services:** The District shall provide all reasonable and customary Administrative Services necessary for the Summer Program. Such Administrative Services shall include the development of the master schedule, assignment of teachers, scheduling of students, budget development and monitoring, and general supervision of students and staff of the Summer Program, subject to the following requirements:
  - a. The District shall be responsible for ensuring that all Summer Program teachers are properly credentialed and appropriately assigned.
  - b. The District shall be responsible for ensuring that teachers record student attendance daily and collect work samples for each of the Summer Program classes and that all attendance records are maintained in accordance with state law and the Charter School’s attendance recording policies, which shall be provided to the District.
  - c. The District shall ensure that live scans, background checks and Tuberculosis tests have been conducted and satisfactory clearances obtained for District employees assigned to the Summer Program prior to the commencement of the Summer Program, and District shall provide and withdraw candidates according to the California Education Code.
  - d. The District shall be responsible for ensuring students who participate in the Summer Program are (a) eligible for enrollment in the Summer Program, (b) meet eligible grade levels served by the Charter School, and (c) meet all charter school attendance accounting requirements. In connection therewith, the District shall be responsible for the registration of such students, including but not limited to the collection and verification of all documents required for enrollment in the Summer Program. This includes the District’s obligation to ensure that (a) no students are concurrently enrolled in the Summer Program with the Charter School or any other District-sponsored educational programs where ADA is being collected for the student, (b) that all students meet minimum age requirements for transitional kindergarten/kindergarten, and (c) that all students have proof of required immunizations that are current for the applicable school year. The District shall initiate the registration process and instruct all eligible students to complete and return all required forms. Prior to the first day of enrollment, the District shall be responsible for screening applicants and ensuring that only those qualifying students who are eligible to enroll and participate in the Summer Program.

- e. The District shall ensure that all students with Individualized Education Programs (“IEPs”) enrolling in the Summer Program have current IEPs in effect prior to June 30, 2019, which must remain current through the end of the Summer Program. The District shall be solely responsible and liable for all special education services provided to students participating in the Summer Program as required under the IDEA and Section 504.
  - f. The District shall ensure compliance with any support staff services requirements as described in Paragraph 6 below.
  - g. As may be required, the District shall provide all transportation for any field trips that are part of the Summer Program. The Charter School shall reimburse the District for the costs of all such field trip transportation per the amounts agreed upon and set forth in Attachment A. In addition, District shall (a) provide and require all Summer Program students participating in any field trips to complete and return the District’s typical field trip permission slip, and (b) include the Charter School as an additional insured on District’s commercial auto insurance or like policy that covers school buses and the transportation of students. Moreover, Charter School shall have its classroom teachers provide those students participating in any field trip with a separate Charter School waiver and release form to be signed by the parents and returned prior to any field trip.
- 5. Teachers:** The Charter School shall have the sole and absolute authority and discretion to hire, terminate and determine the commercially reasonable salaries, hours of work and duties of the persons employed by the Charter School to teach the classes and conduct the programs, subject to the following:
- a. Selected applicants must hold a valid California single subject or multiple subject teaching credential in area of specialization.
  - b. The Charter School shall require selected applicants to sign new hire paperwork prior to their first day of providing instruction that states they are employees of the Charter School.
  - c. As employees of the Charter School, the Charter School shall compensate the teachers directly for their instructional services. In addition, the Charter School shall be responsible for and provide proof of workers’ compensation coverage for all teachers.
  - d. Teacher positions shall be paid for agreed upon hours and rates not to exceed thirty (30) hours per week.
  - e. Overtime must be approved in advance by the Charter School.
  - f. The District shall pay for substitute teaching services at the District’s negotiated hourly rate and submit an invoice to the Charter School for reimbursement and payment, which shall be made pursuant to the terms of this Agreement.
  - g. The Charter School shall directly notify its teachers of their acceptance and/or termination into or from the Summer Session Program.

- 6. Facilities/Support Staff Positions and Student Enrollment:** The District shall provide all facilities and may elect to provide support services and classified staff and the Charter School shall pay the District for these services per the amount agreed upon (see Attachment A). If support services or classified staff are hired directly by the Charter School, such staff shall be hired at the sole discretion of the Charter School, shall fully abide by the Charter School employment policies, and shall be considered at-will employees. The District shall have no right to determine or participate in the employment terms, conditions, titles, negotiations or any other attendant activity involved in the employment of such staff by the Charter School. Should the District provide support services and classified staff, Attachment A represents an agreed upon amount for rates per hour for support staff and an estimation of hours and staff needed. The District shall prepare the final invoice after November 1, 2019 and submit the invoice to the Charter School. The final invoice shall be based on the actual numbers of students enrolled in the Summer Program and, therefore, the actual number of support services and classified staff utilized. The District's support staff services shall include (a) ensuring only eligible students enroll in Summer Program; (b) ensuring attending students meet all Charter School attendance accounting requirements; (c) providing the disseminating and retrieving books and materials necessary for course completion; and (d) providing the Charter School with certified copies of attendance reports. Payment by the Charter School to the District is contingent upon the successful enrollment of students and payment by the State for that enrollment for the ADA generated by the District students.
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- 8. Student Meals:** If applicable, the District shall be responsible in its entirety for all student meals provided during this Summer Program (July 1, 2019 through July 26, 2019). The Charter School shall reimburse the District for student meals per the amount agreed upon (see Attachment A) based on the actual number of students eligible for student meals and enrolled in the Summer Program.
- 9. Required Reports:** The Charter School shall have the right to request additional student documentation as needed.
- 10. Grades/Credits:** The District agrees to honor grades issued and credits earned so long as they meet all District and State requirements.
- 11. No Registration Fees:** The Parties agree that there shall be no fees, registration or other fees, or tuition charged for the Summer Program offered to eligible students enrolled in the Summer Program.
- 12. Insurance:** The Charter School and the District shall each maintain general liability and professional liability insurance for not less than \$1,000,000 per occurrence and \$2,000,000



aggregate, and workers' compensation insurance as required by California state law. The Charter School and the District each warrant they have adequate professional liability, general liability and workers' compensation to provide coverage for liabilities arising out of, respectively, the Charter School and the District performance under this Agreement. The Charter School and the District shall each furnish proof of insurance coverage to each other at commencement of this Agreement and upon request.

- 13. Confidentiality:** The Parties shall share information regarding students, applicants, and teachers in accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA) and all other applicable statutes, and consistent with ethical standards and all legal requirements. All such shared information shall remain private and confidential, shall not be published by either Party, and shall not be shared with, divulged, or given to individuals or groups not a party to this Agreement, except as required by law. If required by federal or state law, a student must be informed in writing that the Parties intend to share information about him or her and consent in writing thereto before that information may be shared.
- 14. Mutual Indemnification:** The District agrees to indemnify, hold harmless and defend the Charter School, its directors, officers, employees, agents and volunteers from any and all liabilities for injury to persons and damage to property arising out of any breach of the terms of this Agreement, and any willful misconduct or active negligent act of the District's officers, owners, employees, agents or volunteers in connection with this Agreement. The Charter School agrees to indemnify, hold harmless and defend the District, its officers, owners, employees, agents and volunteers from any and all liabilities for injury to persons and damage to property arising out of any breach of the terms of this Agreement, and any willful misconduct or active negligent act of the Charter School's directors, officers, employees, agents or volunteers in connection with this Agreement.
- 15. Term:** This Agreement shall be effective on the date upon which it is fully executed by the Parties. Either Party wishing to terminate this Agreement shall do so by giving the other Party written notice no less than sixty (60) days prior to the effective date of the termination.
- 16. Amendments:** Any modification of this Agreement must be in writing and executed by duly authorized representatives of the Parties specifically indicating the intent of the Parties to modify this Agreement, in accordance with the following:
- a. The duly authorized representative of the Charter School shall be the President of the Non Profit or his/her designee.
  - b. The duly authorized representatives of the District shall be the Board of Trustees of the District and the District Superintendent or his/her designee.
- 17. Non-Discrimination:** The Parties to this Agreement shall not unlawfully discriminate, harass, or allow harassment against any student, employee, applicant for employment, or participant for services provided under this Agreement because of actual or perceived characteristics of race, color, age, religion, sex and pregnancy, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, immigration status, genetic

information, medical condition, marital status, sexual orientation, physical or mental disability, childbirth or related medical conditions, military and veteran status, request for, use or denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. Parties to this Agreement will assure compliance with the American with Disabilities Act (ADA) of 1990, as amended, which prohibits discrimination on the basis of disability, as well as applicable regulations and guidelines issued pursuant to ADA.

**18. Independent Contractor Relationship:** Nothing contained herein shall alter the Parties' independent contractor relationship with respect to each other and each shall be responsible for compliance with all laws, rules and regulations involving, but not limited to, employment of labor, hours of labor, health and safety, working conditions and payment of wages in connection with this Agreement. Any employee of a Party shall be solely an employee of that Party and shall be under the sole and exclusive direction and control of that Party. Nothing set forth herein shall make an employee of a Party an employee of the other Party for any purpose whatsoever.

**19. Miscellaneous**

- a. **Assignment.** Neither Party may assign or delegate its obligations under this Agreement without the prior written consent of the other Party.
- b. **Compliance with Laws and Regulations.** The Parties shall comply with all federal, state and local laws and regulations applicable to their performance as described in this Agreement.
- c. **Governing Law.** This Agreement shall be governed by and interpreted or construed in accordance with the laws of the State of California.
- d. **Consent.** Where consent, approval or mutual agreement is required of a Party, it shall not be unreasonably withheld or delayed.
- e. **Entire Agreement.** Except for written amendments, supplements or modifications made after the execution of this Agreement, this Agreement represents the entire agreement between the Parties hereto with respect to the subject matter of this Agreement and supersedes all prior renegotiations, representations and agreements, either oral or written.
- f. **Successors.** This Agreement shall be binding on and inure to the benefit of the respective successors and permitted assigns of the Parties.
- g. **Authorization to Execute.** Each Party represents and warrants that the person signing below on its behalf is authorized to execute this Agreement.
- h. **Notifications.** All notices required by this Agreement may be sent by US mail, UPS, FedEx, or other reputable carrier, postage pre-paid to the Parties as follows:

Magnolia Public Schools  
Alfredo Ruvalcava, CEO and Superintendent  
250 East 1<sup>st</sup> St, Suite 1500  
Los Angeles, CA 90012  
(213) 628-3634 phone  
(714) 362-9588 fax

Diego Plus Education Corporation  
Jeri Vincent, CFO  
177 Holston Dr.  
Lancaster, CA 93535  
(661) 272-1225 phone  
(661) 945-2430 fax

Each person below represents that she/he is legally authorized to execute this Agreement on behalf of the designated entity and that such execution shall bind the designated entity to the terms of this Agreement. This Agreement may be signed in counterpart such that the signatures may appear on the separate signature pages. Facsimile or photocopy signatures shall have the same force and effect as original signatures.

**MAGNOLIA PUBLIC SCHOOLS**

**DIEGO PLUS EDUCATION CORPORATION**

By: \_\_\_\_\_

By: \_\_\_\_\_

Title: \_\_\_\_\_

Title: \_\_\_\_\_

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

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